

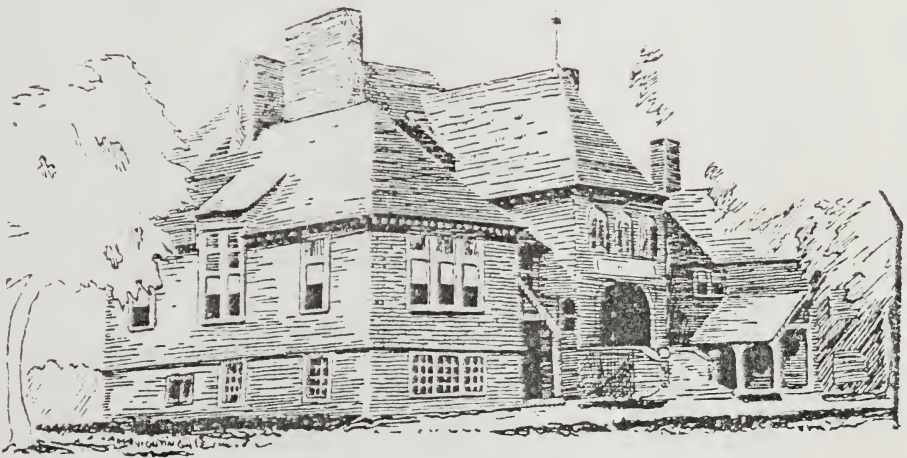
The Lawrencian

Commencement
1937

Lawrence High School



LAWRENCIAN



COMMENCEMENT NUMBER

1937

LAWRENCE HIGH SCHOOL

DEDICATION

The Lawrencian Staff respectfully
dedicates this Commencement issue
to our new principal,

MR. RUSSELL B. MARSHALL

We compliment him for his first
successful year and wish him every
success in the years to follow.

THE LAWRENCIAN

Falmouth, Mass.

Commencement, June 15, 1937.

THE STAFF

Editors

H. Hooker Hall

Carole Snyder

Donald E. Hurford

Carolyn Turner

CLASS ODE

Though men may raze thy sacred halls,
Though age thy glory fret,
The years we passed between thy walls
Our hearts shall ne'er forget.

By thee with armor safely girt,
In life we cannot fail
To pass the rocks and shoals unhurt
O'er which we yet must sail.

So hail to thee, unfailing guide,
Pray hearken to our voice,
For we who soon must leave thy side
Would now with thee rejoice.

Music by H. Hooker Hall

Lyrics by James M. Weigle

CLASS OFFICERS

President

L. Benton Stevens

Vice President

Irene Mary Silva

Secretary

Alfred George Irish

Treasurer

Barbara Elizabeth Noyes

Marshal

Stephen Papp, '38

THE FUTURE OF THE FUTURE

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LAWRENCE HIGH SCHOOL — CLASS OF 1937

HELEN DENNIS AUGUSTA

THOMAS ANDREW BARNES, JR.

WINIFRED ANNE BOHAKER

MARILYN RUSSELL BOSWORTH

JOSEPH DESIRE BOULANGER

*ROBERT GODBOLD BROWN

GORDON FREEMAN BURGESS, JR.

ELVA ELIZABETH CARL

EVELYN FRANCES CARLSON

*HARRY LEE CLARK

RODNEY PIERCE COWEN

HAROLD PALMER DAVIS

JOHN DeMELLO, JR.

NEAL FREDERICK DOLAN

ROSE CATHERINE EMERALD

HAROLD EDWARD ENGLISH

DAISY ELEANOR FICUS

EUGENE WILLIAM FREEMAN

BARBARA LANGILLE GIFFORD

LAURIE CALVIN GREEN

*H. HOOKER HALL

JOHN STEWART HARLOW, JR.

FRANK EDWARD HICKS

ALICE ELIZABETH HELEN HINCKLEY

*JASON JEROME HOPKINS

*DONALD EDWARD HURFORD

ALFRED GEORGE IRISH

RUTH ELIZABETH JOHNSON

GEORGE ALBERT KAHLER, JR.

SUMNER EDWARD KELLEY

*EUGENE FRANCIS LAWRENCE

DOROTHY ELIZABETH LEFEVRE

VIRGINIA ELAINE LOCKHART

EDWARD ARTHUR LUMBERT

ANNA MARY MARKS

RICHARD MARKS

THOMAS CAGLE NOLAND

BARBARA ELIZABETH NOYES

LINDSEY AMES NYE, JR.

SHIRLEY BINNS PERRY

GRACE WILLIAMINA PHILLIPS

NORMA CAROLINE POND

JOHN MICHAEL SCHARFF, JR.

ALICE SERRANO

*IRENE MARY SILVA

RICHARD BYRD SILVA

JOHN LAWRENCE SILVIA, JR.

KATHARINE ANNE SILVIA

MABEL CHRISTINE SMITH

CAROLINA RUTH SNYDER

L. BENTONS STEVENS, JR.

JANE LOUISE STEVENS

HELEN MOYCE SWIFT

JOSEPH S. TAVARES

ELTA MAY THRASHER

NATHALIE LOUISE TOBEY

*CAROLYN UNDERWOOD TURNER

JAMES MONTGOMERY WEIGLE

*Honor Pupils

Class Motto

Qui Erimus, Nunc Fiemus

Flower

Gardenia

Colors

Red and White

PROGRAM

Processional March	Jerome Charles
Invocation	Rev. Thomas J. McLean
Welcome	L. Benton Stevens, President

Horace Mann — Honor Essays

The Biography of Horace Mann	Carolyn Underwood Turner
Mathematics and Science	Eugene Francis Lawrence
English	H. Hooker Hall
Modern Languages	Robert Godbold Brown
History	Donald Edward Hurford
Commercial Education	Irene Mary Silva
Horace Mann's Contributions	Harry Lee Clark

The Beautiful Blue Danube	Strauss
Senior Chorus	

Class Favors

Barbara Langille Gifford, Gordon Freeman Burgess, Jr.

The Years To Be	A Prophecy
Thomas Cagle Noland, Joseph Desire Boulanger	

Presentation of Class Gift to the School and Farewell
L. Benton Stevens, President

L. H. S. Hymn of Loyalty	Davis-Walch
Senior Chorus	

Announcement of Commencement Awards by the Principal
Russell Burgess Marshall

Presentation of Diplomas by the Superintendent of Schools
Paul Dillingham

Class Ode	Hall-Weigle
Class of 1937	

Benediction	Rev. Ralph H. Long
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Loyalty

Honor

Service

WELCOME

We, the class of 1937, welcome our parents, friends, and teachers to our graduation exercises here this evening. We wish to express our sincere thanks and our appreciation to our parents for their guidance and understanding and to the members of the school committee for providing us with the opportunity, and we hope in the years to come that we may, by our actions and accomplishments, prove the trust that you have put in us.

L. Benton Stevens,
Class President.

INTRODUCTION AND BIOGRAPHY

One hundred years ago this month, on June 30, Horace Mann, the father of American public schools, accepted the position of first Secretary of the Massachusetts Board of Education. At that time, the few scattered schools in Massachusetts bore no relation to state control. It was Mann's task to bring these schools under state supervision and to found institutions for higher education. Horace Mann advocated the supervision of studies, improvement in social studies, and the study of foreign languages and mathematics in the public schools: in brief, to make education democratic as well as classical.

In order to understand why Mann so earnestly desired to effect reforms in the public schools, we must briefly trace his early life.

This well-known educator was born on May 4, 1796, at Franklin, Massachusetts. He was reared in a stern, Puritanical home in a period of reform. When Horace Mann was thirteen years of age, his

father died, leaving the young boy to a life of poverty. It was necessary for him to help earn money to support his mother and smaller sisters and brothers. Although this experience taught the boy the value of hard work, it also impaired his health. It is interesting to note that he forgot neither his childhood ideals nor trials, for he stressed, in later life, both religion and health.

Until he was fifteen years of age, he did not attend school more than ten weeks in a year. He did find time, however, to read all the books of interest in the small library in Franklin. A teacher of classics, who noticed his desire for education, urged him to go to college. After six months of extensive preparation, he entered Brown University at the age of eighteen. In 1819 he was graduated with first honors.

After he left college, he tutored, next entered law, and then became a statesman. In 1827 he was elected to the Massachusetts House of Representatives, and, later, to the State Senate. He was subsequently made President of the Senate.

Mann was intensely interested in public school education. On June 30, 1837, he gave up law and statesmanship to become the champion of the cause of public education. Though the educational department suffered drawbacks during the Panic of 1837, Mann's work led to a revival of public education throughout our country.

Largely through his efforts, the first public normal school was established in Lexington, in 1839, with Cyrus Pierce of Nantucket as its first principal.

In 1843, when he was on the verge of physical collapse, Mann sailed for Europe. While there he visited the public schools in Ger-

many. He gave the results of this tour in his Seventh Annual Report to the Board of Education in 1844.

At the sudden death of John Quincy Adams, in 1848, Mann resigned his secretaryship to represent Massachusetts in Congress.

On September 5, 1852, Horace Mann was chosen president of the newly founded Antioch College at Yellow Springs, Ohio. At Antioch he had an opportunity to demonstrate in practical application many of the educational ideas which he had advocated in Massachusetts. Antioch was the first non-sectarian and co-educational college of importance in the country and it pioneered in the field of teacher-training. Horace Mann died from over-work and strain on August 2, 1859, at Antioch.

For so many years Horace Mann had lived up to the ideal which he expressed in his own words, thus: "I beseech you to treasure up in your hearts these my parting words: be afraid to die until you have won some victory for humanity."

We shall attempt to tell you, tonight, of the influence of Horace Mann on modern education. Because he desired to see every boy and girl awakened to the responsibility and worth of himself, Mann devoted his life to an ever-important cause—free public education for America's youth.

Carolyn Underwood Turner

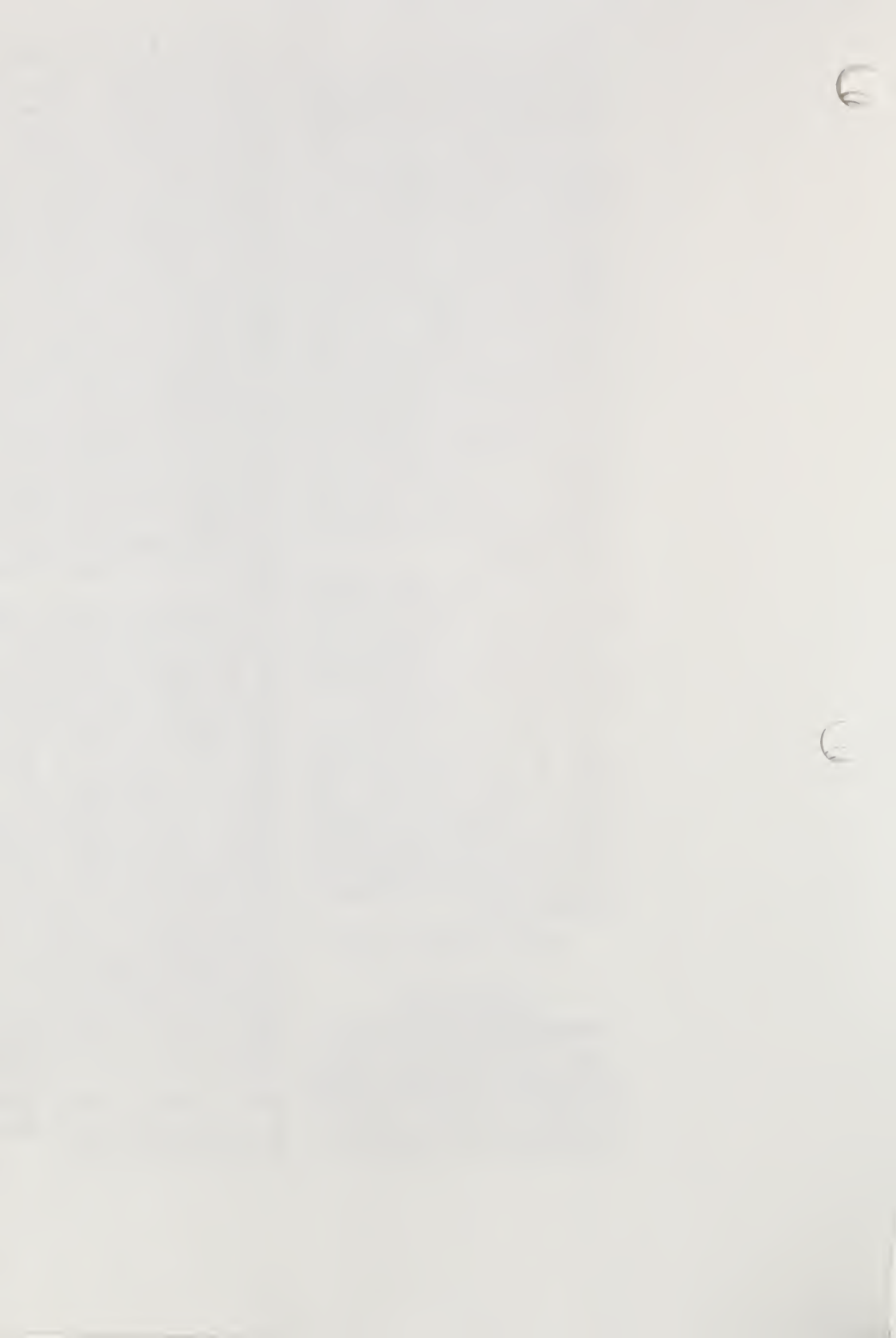
HONOR ESSAY

MATHEMATICS AND SCIENCE

One of the things that troubled Horace Mann was the way in which mathematics was taught. He couldn't see any reason for teaching advanced algebra and calculus to stu-

dents who couldn't even do the simpler mathematics necessary to carry on a business. In those days "the exact science" was taught with no connection between its various branches and with no stress on how to solve everyday problems. Today in every branch of mathematics there is a stress on how each relates to the other. Let us take, for example, plane geometry. In plane geometry we have algebra, arithmetic, and geometric proofs. When we have mastered the problems in our text book, we turn to practical problems that any one of us might have to solve. Thus in trigonometry we study not only the relation of sides and the functions of angles of triangles but also the rudiments of surveying, the methods of finding one's position at sea, and the way to locate true north astronomically.

The improvements Horace Mann argued for, nearly 100 years ago, are still being realized today. Last fall Mr. Ballard and Mr. Marshall put in a new course, Comprehensive Mathematics. This course, under the instruction of Mr. Ballard, strives to connect the various phases of mathematics that the student has studied since entering school. It splices arithmetic, plane geometry, solid geometry, algebra, trigonometry, and physics into one line of thought with one objective: to solve practical mathematical problems. During this past school year, since the forming of our Comprehensive Mathematics Course, two books have been published which might be used in courses identical to ours. Ours is, to our knowledge, the first of its kind in the country. This is, I think, a glowing tribute to the progressiveness of the faculty of Lawrence High School.



Hand in hand with mathematics go the natural sciences. Any of the sciences studied by high school pupils taken without mathematics would be like an automobile without wheels.

When Horace Mann was president of Antioch College, he let the natural sciences play a prominent part in each pupil's curriculum. The sciences were, to his way of thinking, a necessity for the growth and safety of a democracy. If Mann and other educators had not reduced the arts to an even basis with the sciences, instead of leaving the arts above them, it is very possible that today we would be without telephone, telegraph, radio, airplane, automobile, and steam train.

What do these contribute to the growth and safety of a democracy? In our representative form of government, it is necessary for our legislators to sound out the voters' opinions on proposed laws. With the help of the telegraph, the telephone, and the radio, legislators do this much more quickly than formerly.

In Lawrence High School, one subject a year for the four years is scientific. First there is general science, then biology, the science of growing things; then chemistry; and last and foremost, physics. Although our courses are necessarily incomplete, they give a scientific basis for all pupils who take them and may awake a lively interest in the pupils who are scientifically minded.

In closing let us look back over the sciences as Mann thought they should be. He thought that mathematics should be connected and should be used for solving practical problems. Also he thought science should be an important part of a student's curriculum. It is interest-

ing to see that these ideas have influenced the teaching in our own high school.

Eugene F. Lawrence

HONOR ESSAY ENGLISH

I am going to trace for you changes in the methods of presenting English that arose from Mann's educational philosophy. To accomplish this, I have divided the essay into three parts. Part I shows the methods of teaching English prior to the time of Horace Mann. Part II points out one idea, then one ideal of Horace Mann that affected the English curriculums. Part III endeavors to show changes in the methods of teaching English that resulted from the philosophy of education advanced by Mann.

Part I. Methods of teaching English prior to the time of Horace Mann.

Defoe and Benjamin Franklin both advanced views in regard to English courses in the academies. The views propounded were excellent. The advances they planned were: (1) Masterpieces were to be taught for their beauty as well as for criticisms. (2) Composition was to form the students' own English style. (3) Oral reading was given as preparatory to enable the pupil to express his opinions in the presence of others. Many obstacles hindered the completion of these ideals. Lack of tradition, apparatus, and atmosphere caused the majority of teachers to surrender the noble ideals brought forward. Expression of the new interest in English was shown by the publication of numerous text books on English grammar. These grammar textbooks became the core of the Eng-



lish curriculum. Thus the English taught just before the influence of Horace Mann was almost wholly English grammar—and this was not taught too well.

Part II. One idea, then one ideal of Horace Mann that affected the English curriculum.

Quotation, (1) (the idea) "The common school is the greatest discovery ever made by man."

Quotation, (2) (the ideal) "All the blind, then, and all the ignorant—that is, all the children,—must be educated up to the point of perceiving and admitting truth, and acting according to its mandates."

These two quotations show, I believe, quite plainly what Mann's philosophy of education was. Horace Mann was interested in individualism, or, as the quotation states, the education of "All the children."

Part III. Methods of teaching English that resulted from the philosophy of education advanced by Mann.

Descriptions of six courses are to follow which show Mann's notion of individualism.

Type I. Core course with variations.

A core course assumes a required minimum which each class must cover. To the slower group, the classics are given in small helpings, teachers allowing long periods for digestion. The normal group has supplementary activities plus the classics. The superior group does all the work covered by the first two classes and then carries out certain interests of their own. The grammar material is treated in like manner. The slower group receives much drill. The mediocre carry out the standard course. The superior add such topics as "niceties of expression."

Type II. Multiple-reading program.

Many of the western cities are following a plan known as multiple reading; reading revolving about a definite topic chosen by the pupils. Individualism is shown by the fact that instead of buying one book for forty pupils, four books for forty pupils are bought, the pupils reading in groups of ten.

Type III. Electives and remedial works.

The elective courses are open to superior pupils as a rule. Electives permit a pupil development toward a certain goal.

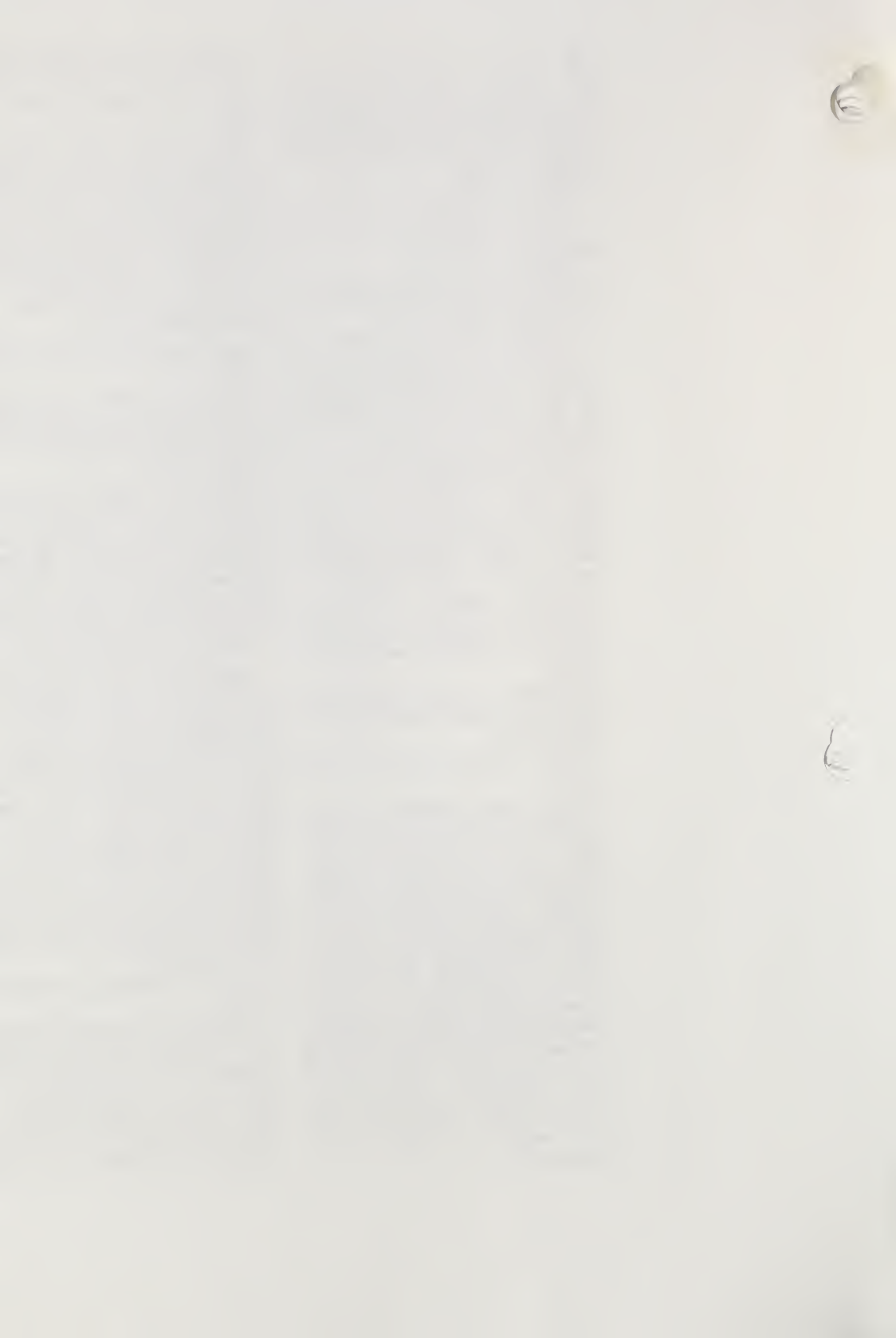
Remedial courses are plentiful. These classes serve as aids to weak students. Thus a person failing in grammar but who has successfully completed his literature work may take a remedial course in grammar and finish school without a failure.

Type IV. Modified Content Course.

This course is again in favor of the weaker students. Grades seven through nine often contain slower pupils. This slow group forms a separate class. During the three years covered by grades seven through nine they are taught little English grammar. The tenth grade is important. The pupils cram all the grammar contained in years seven through nine in the tenth year. They are then capable of completing the high school course without faulty knowledge.

Type V. Seminars for Superior Pupils.

A seminar hour usually is reserved once a week for spurring individual interest in news-writing, modern poetry, and the like. Superior students who become preoccupied with courses introduced in the seminar hour may be excused from regular



class work and allowed to devote the time to their own specific desires.

Type VI. Content Courses.

Many students finish formal education with graduation from high school. To meet the needs of this group, a course known as business English is taught them. Others desire a college education. To prepare these students for college, a college division is taught the necessary material. Lawrence High School is an excellent example of this type.

In all the above methods of teaching English, individualism is stressed.

Summary:

Let us review the essential parts presented. Grammar constituted the early study of English. Horace Mann widened the course and had more school pupils learn the material.

We owe individualism, or better education of the masses to Horace Mann.

H. Hooker Hall

HONOR ESSAY LANGUAGES

In the early days of our country, the study of languages was of little or no importance to the trail-blazers and pioneers. They were concerned with the practical side of things and used language merely as a tool in their work. But with the thickening population came the more cultured atmosphere of village and church. Even at this stage of development, Latin and Greek were of no interest to any but college and college preparatory students. If a person were preparing for college, he studied under the tutelage of his minister, or perhaps an occasional school teacher who knew more than the three r's. Those who wished to learn French, Spanish, or any other for-

eign language had to learn by personal contact with natives of that country. The lack of interest, even as late as 1815, is shown by this quotation from **Harvard College in 1815** by Van Wyck Brooks: "Decorum was a Harvard characteristic. Neither Mr. Quincy nor Mr. Dana cared a button for the German language, which had been spoken by the Hessian troops; a half-barbarous tribe of Europeans who had been hired by the British king."

In 1837 a new era began. As a result of Horace Mann's work in the public schools, many great strides were made toward better teaching and the introduction of more necessary subjects. However, it was not until 1875 that modern languages were recognized as subjects for college entrance. Since that date, much has been done toward making them a useful part of the curriculum.

Greek and Latin, the old standbys since 1640, have been put in the background. Greek is almost entirely neglected by high schools, and Latin is studied because of college entrance requirements or as a foundation for the so-called "modern languages." Of these modern languages French is the most frequently taught, but German, Italian, and Spanish are also somewhat popular.

Instructional methods have been almost revolutionized in recent years. Instead of having all translation or all grammar, oral work is interspersed with there in such a way as to give interest and practice in both the spoken and written tongue. As much as possible, students are taught the correct pronunciations of words and sentences. This is accomplished by correctly trained teachers and the use of phonetics, an alphabet of sounds.

The use of phonetics is just one of the many changes since 1875. Textbooks have changed from fine-print, pictureless grammars to easy-to-read, attractive books, whose bright covers and picture-sprinkled contents combine the business of grammar with the color and charm of stories of foreign lands.

If one should ask: "What are language courses worth? What do they contribute to the high-school student's education?", we should reply: "Besides giving instruction in the bare essentials of the language, modern language courses tend to include something of a cultural nature. They give a glimpse of the art, literature, and music of other countries. They show our neighbors to be people like us, who are only separated from us by the barrier of speech. When this barrier is broken, the contributions of these other languages are realized."

All these things lead toward the supreme goal of the educational institutions of America, as hoped for by Horace Mann, the father of the public school system, "enlightened citizenship—that this nation may not perish from the earth."

Robert Brown, '37,

HONOR ESSAY HISTORY

Introduction

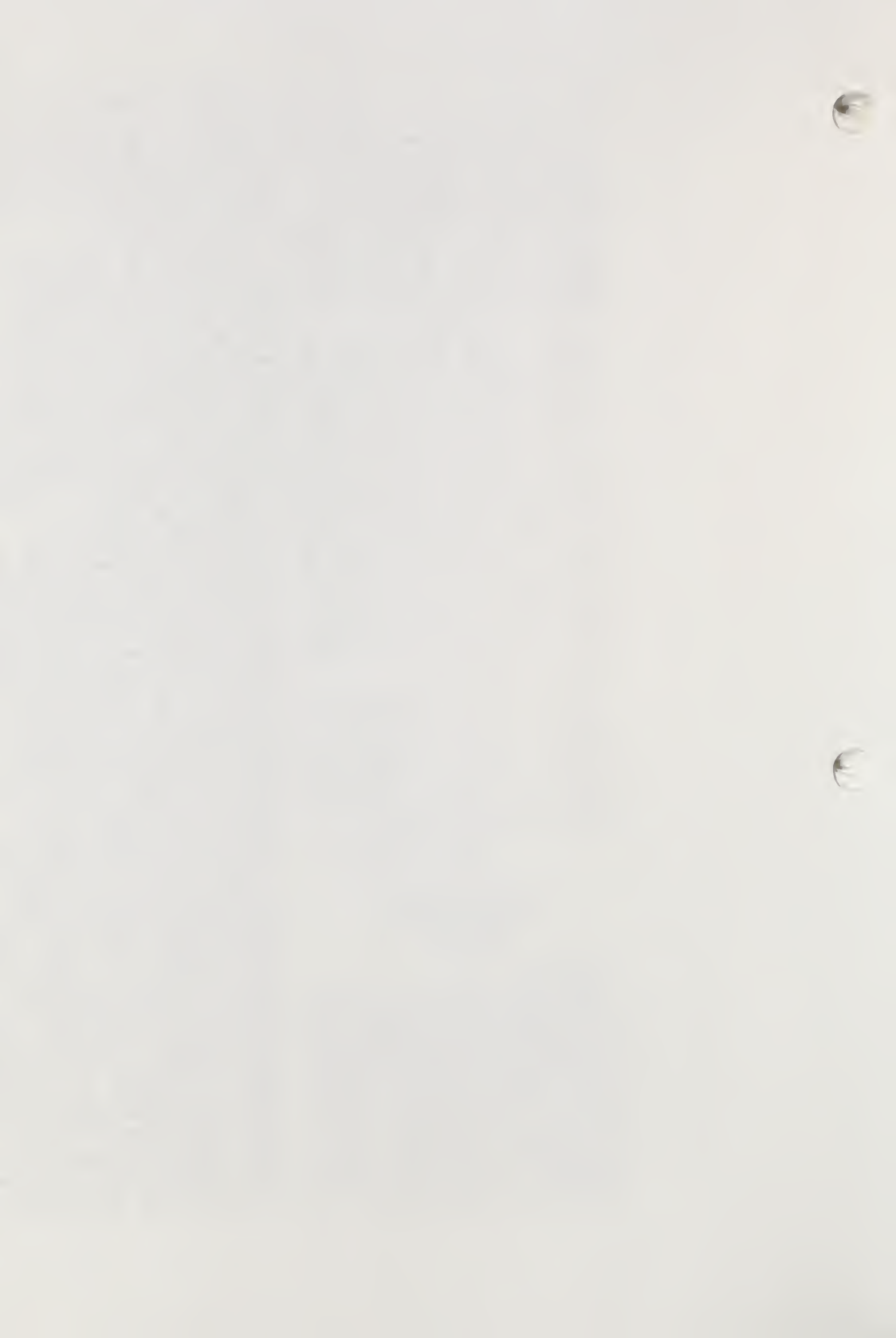
The subject of history is the oldest of all the social sciences. The story of its origin, development, and expansion can be traced from the earliest stages of life to the century of today. As civilization has advanced, so has the subject of history gained in importance and recognition. To give the complete story of the subject would be to

narrate the rise and advance of mankind throughout the ages. From this prolific background we will, tonight, extract only that which is vital to our interests.

Accordingly we begin our story with the situation in America during the last part of the 18th century. We shall briefly notice, during the next two and a half centuries, the place of history in the school curriculum before the year 1837, the changes instituted by Horace Mann, the present status of history in the schools, and today's new and different conceptions regarding the subject, as compared to those of yesterday.

History Before Horace Mann

During the period of the Confederation, when the United States was still unorganized and the spirit of independence and individualism high, history was almost entirely lacking in the public and private schools. The few that did offer courses in the subject were preparatory schools that prepared students for the law and ministry. The types of history taught in these schools were, naturally, those pertaining to the classics, usually Ancient history, Roman history, antiquities, mythology, and chronology. There was no American history, and even the British history during the Colonial Period was absent. There were, however, a few public leaders who, before the close of this period in America, recognized the importance of the subject. Benjamin Franklin, most prominent of these, submitted to the public a plan for a scheme of education based on historical study. He urged and recommended the schools to teach American history, but only slight attention was paid him and the subject made little headway.



In the nineteenth century, after the War of 1812, a wave of patriotic and national enthusiasm swept over the country. Citizens demanded reform, changes, and improvements. Further attempts were made to introduce the study of American history into the public schools, but the process was very slow and only moderate success was attained. Most of the schools still specialized in the classical history, and American history was still lacking.

Horace Mann and His Influence on History

In the year 1837, after repeated attempts to gain state supervision for the schools, the Massachusetts Board of Education was created by the legislature. Horace Mann, in after years referred to as the Father of the American Public Schools, was appointed as Secretary of the Board. With the appointment of Mann as Secretary, a position that he soon elevated to one of great importance, our subject gained a great champion and defender.

To create the idealism and national destiny necessary to a national union, Horace Mann urged that history, especially that of the United States and the Federal Constitution, be introduced into the schools. He urged that children be taught the story of their own country so they would be better able to understand its form of government and uphold its high ideals. He strongly advocated that all schools include complete history courses because he sincerely believed that the study of history provided for a fuller and more purposeful life. His suggestions were gradually accepted, and thus the subject of history, including the new American history, was given a position of far greater

importance in the schools. By the time of the Civil War, history had gained natural recognition and was gradually being accepted in the regular school curriculum.

History Today

History now occupies a central place in the social studies program of the secondary school of today. It is taught in every secondary school in the United States and recognized all over the world as being essential to a complete educational system.

We have at present a concept much more broad, far-reaching, and inclusive than that of the past. We no longer study it for its political value alone. We study it because it portrays, in addition, the economic, social, and cultural life of mankind. We study it because it concerns the history of the masses of people, as well as the history of monarchs and classes.

The principal reason for this new and better conception of our subject is due, primarily, to the drastic change in the people as a whole, from a spirit of personal and individual freedom to a spirit of nationalism. This nationalistic or co-operative change has expanded, broadened, and enlarged our views on the purpose and means of education.

Accordingly history in the secondary schools today includes economic, social, industrial, scientific, and cultural aspects. The courses include United States history, English history, Roman antiquities, Greek antiquities, world or general history, mythology, and ecclesiastical history.

Conclusion

Educators believe today, in accordance with Horace Mann, their

predecessor by one hundred years, that the study of history not only makes a more liberal, intellectual citizen, but in addition, it provides him with a means of interpreting and understanding life and its many social problems. History educates, trains, and socializes our citizens and in so doing provides for a better government and a higher, finer civilization.

Donald E. Hurford

COMMERCIAL EDUCATION

Horace Mann's educational reforms took place in the first half of the nineteenth century. The tremendous advances which have taken place in the business and industrial worlds had barely started, but even then he realized the need for commercial courses in high schools. He once asked, "Can any satisfactory ground be assigned why algebra, a branch which one man in a thousand ever has occasion to use in the business of life, should be studied by more than 2,300 pupils, and book-keeping, which every man, even the day laborer, should understand, should be attended to by only a little more than half that number?" If he were here today, he would be pleased to see all the modern business courses in high schools, many more than just book-keeping.

Much progress has been made in the field of communication, for example, since the pony-express days and since the days of Horace Mann. Then it took weeks to get news from one part of the country to the other. Now, by means of newspapers, we read glowing accounts of events soon after they happen. Of course, there were many inventions, developments, and improvements made between the pony-express days and the pres-

ent time. The invention and the development of the typewriter was an important step forward in this progress. The typewriter enables one to write much more rapidly and accurately, and it insures uniform legibility. Shorthand has been greatly improved and now is a great aid to the typist. The two go hand-in-hand for speed and accuracy in business. Then there is the printing press, which has developed from the hand-press to the present day Miehle two-revolution press. Instead of the weekly edition of a small newspaper, we now have several editions of many newspapers daily. In order to do this we must have, besides the improved machines, trained men and women to do the work required. There are those who must get the news, copywriters, and many others on the newspaper staff who do the kind of work that requires a business education. Besides news, advertisements form a large portion of newspapers. Persons with a good business education are required to write advertising material and, since every business and industry has a certain amount of advertising, this business offers untold opportunities for the commercially trained men and women.

So all these modern inventions and developments have opened vast opportunities for trained book-keepers, stenographers, and secretaries. Realizing this fact, the high schools of today have installed extensive business courses to train students to fill these positions. Students themselves realize the demand for trained young men and women in the business world today and consequently more of them are now taking up the commercial course than ever before. This realization goes back and can be directly connected



with the far-reaching vision of Horace Mann, who was the first educator to fully foresee the importance of a business education.

Irene M. Silva

CONTRIBUTIONS OF HORACE MANN

In the early days of our country schools were few and far between. Massachusetts was the only state which had taken any steps whatsoever toward a public education. By 1800 this state required every township of more than one hundred families to maintain grammar schools in which boys could be prepared for college. It was in one of those schools in Franklin that Horace Mann obtained, as a student, his first taste of the deficiency of the system.

During the depression which followed the War of 1812 Mann was attending Brown University. At the same time a great number of public schools were obliged to close, and Mann, who was filled with the love of education, determined to alter the institution, if he were able, so that it would be more useful in creating better citizens.

When he became Secretary to the newly-created Massachusetts Board of Education, he was in a position to carry out his ideas. He established a normal school but got no further because people were too skeptical about his forward-looking principles. It was not until after his death that they began to employ them.

The foundation laid by Mann, plus relief from the tension produced by the Civil War, caused schools to develop very rapidly. Courses broadened and took on a new aspect. History was extended so that

it not only included the ancient stories of Greece and Rome but world history and sociology as well. English became the art of better speaking and writing, as well as more interesting and yet more constructive reading. The languages were made more attractive by the addition of the romance languages. Mathematics was revised so that it was taught progressively instead of disjointedly. The sciences, which at this time were taking gigantic steps forward, were added to curriculums. Commercial courses offering actual experience were added also.

Other principles were introduced, such as, allowing the student to choose his course, making him responsible for his conduct and honor, and allowing him to cooperate rather than compete.

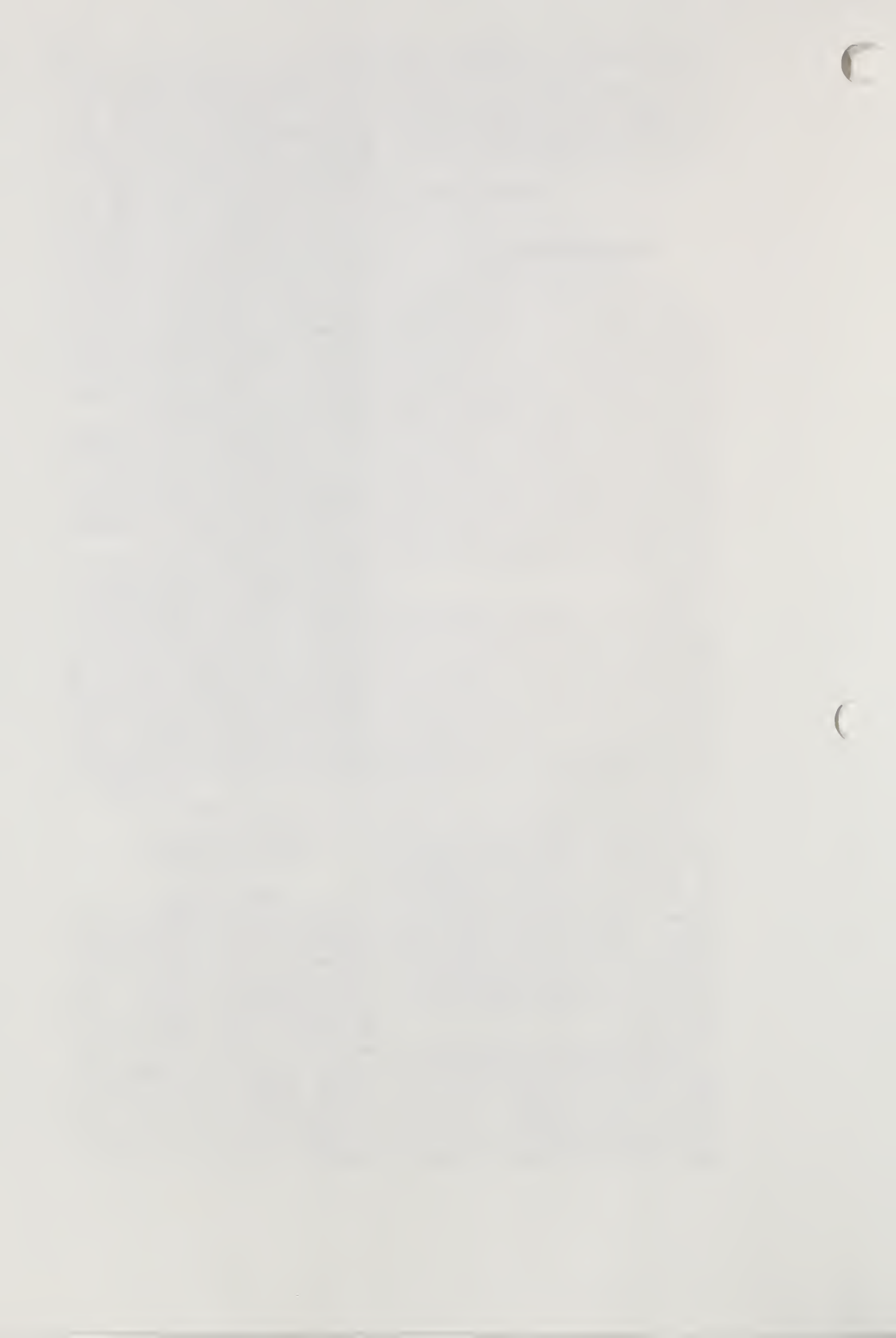
As a result of this reformation in public education, we have today in this country one of the finest educational systems in the world, an example of which is our own Lawrence High School. Thus have the dreams of the first Secretary to the Massachusetts Board of Education come true. Horace Mann has won a "victory for humanity".

Lee Clark

CLASS PROPHECY

Class of 1937

Ladies and Gentlemen of the radio audience, the "Knock Knock" Gasoline Co. is featuring tonight on their anniversary program those two eavesdropping reporters, "Walter Snitchel" and "The Voice of Inexperience". In the days of 1937 they were Joseph Boulanger and Thomas Noland. Since tonight is the twentieth anniversary of the graduation of the Class of 1937, we thought it appropriate to give an



account of each member of the class. The following bulletins are coming to you hot off the A. P., being the abbreviation for "Associated Peekers".

Although Helen Augusta has been a steady employee of "Newberry's 5 and 10 cent store" for the past twenty years, she still has great difficulty in remembering the prices.

Tommy Barnes, noted tree surgeon, recently completed a most difficult operation. By grafting a rubber tree to an ironwood tree our beloved surgeon succeeded in getting shce-trees.

Raising cane to a farmer is a way of making a living, but to Winnie Bohaker, one of Boston's torch singers, it's merely another term for making whoopee.

Marilyn Bosworth, having discovered that the shortest way to a man's heart is through his stomach, has become an accomplished surgeon.

Capt. Robert Brown is taking to the life of a sailor and has gone to sea. You know, to see everything he can see, beautiful gals, etc.

Gordon Burgess, probator of the class will, is still working in the same line. He now handles divorce cases for ladies; he usually being the cause for action.

Elva Carl, former ivory tickler for the "Silver Tone" orchestra now tickles the scalps as a hairdresser in "Madam Shampoo's" beauty shop.

Down in a night club in New York I saw the star of the "Gay Nineties Follies". It was none other than Evelyn Carlson.

Lee Clark, ace fireball pitcher, for the "Chicago Dirty Socks", received his early training hurling erasers in the main room before school.

Going back to the old home town the other day, I saw Rodney Cowen. You remember how Rodney had been interested in trains. Well he has followed his career. He is now running a Toonerville Trolley between Teaticket and Falmouth.

The nation's champion at cow pasture pool is Harold Davis, who holds the record for going around the golf course in two putts in a motor boat.

Walking down the street the other day, I bumped into John DeMello. John is a steel worker. Ah, no, not that kind of steel. John steals apples from the grocery man.

The favorite topic of Deacon Neal Dolan, the neighborhood parson, is Moses. However, every time Neal opens his mouth, the bull rushes.

Now that Rose Emerald has graduated from nursing school, she is employed as a trained nurse in the "Wee Diaper" Doll Hospital.

While taking a vacation in New Hampshire, I met the young chicken farmer, Harold English. He was taking care of chickens of the human variety.

This year's unanimous selection by the "All American Board" was Eugene Freeman who played a wild and woolly game at the position of mud guard for Vassar College.

In a little house out of town lives Daisy Ficus. Daisy is proud owner of a nursery. Now don't take me wrong, I mean the kind of nursery that has flowers and trees.

Barbara Gifford, first class diamond cutter, is one female in a thousand of her vocation. Barbara's diamond cutting is carried on at Falmouth Heights.

That "Phantom Troubador", that Romeo of the airways, who's plucking at all the gals' heart strings, is

cur old pal, Laurie Greene, the Rudy Crosby of his Alma Mater.

Due to circumstances beyond our control we are unable to obtain much information on John Harlow for he is a Parisian gigolo.

On the bill at the Music Hall we find Richard Marks and Hooker Hall, Escape Artists. While Marks douses the lights, Hall collects all loose articles.

Frank Hicks, the painter with the spray gun, begins each day's work with these words to the world, "Let us Spray".

In the Evangelistic world the latest rival of Aimee Semple McPherson is that silver-toned orator, Alice Hinckley.

The profiteering manufacturer of death-dealing, peace-destroying, home-breaking weapons of our fair cuntry today is our old friend Jason Hopkins, and, oh boy, but he certainly puts out a mean-looking hard-hitting bean shooter.

Don Hurford, one time Romeo and sheik seems to be in his glory. He now plays the leading role in Mickey Mouse cartoons.

Alfred Irish is an employee of F J. Long Haul Trucking Co. Since Al is driving a dump truck, I guess we can call him a pilot. You know he piles it here and piles it there.

Ruth Johnson is still that way about a certain Papp. Although to some folks he's Mr. Papp, to the "young 'uns" he's Pappy.

George Kahler, pride of the science department of L. H. S., is now a big time draftsman. Whenever George yawns he creates such a draft that all by-standers reach for their winter overcoats.

A new war is being waged upon crime at the present time by that up and going detective, Sumner Kelley, director of the ever famous

"I Snoop and U Find 'em" Detective Agency.

We thought Gene Lawrence took up refrigeration engineering to go into the meat business. Lately we discovered it was to give the fair sex the cold shoulder.

While enjoying myself at Robbins Light the other evening, I cast these old glimmers upon a very cute cigarette girl. As she do-si-doed between the tables, I recognized my old school chum, Dorothy Lefevre.

Under the spreading chestnut tree

The village smithy stands.

The smith, a mighty woman is she

And what's more, folks, the only one in her trade.

Do you recognize her? It's Virginia Lockhart.

A rugged chap back in 1937 was Eddie Lumbert, but those days are gone forever. He's an artist now in a smock and beret.

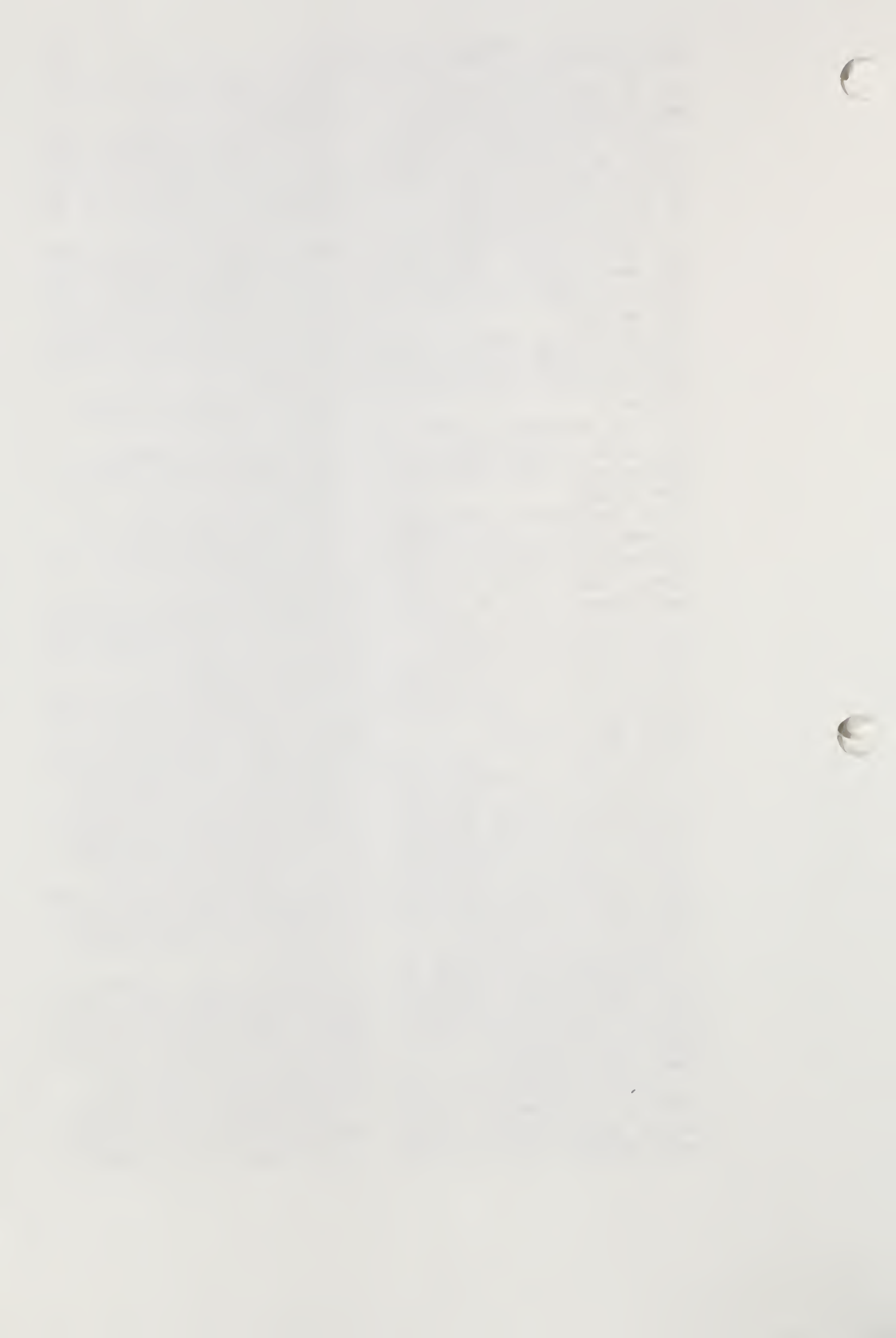
Covering opening night at the opera, I met that new star, Anna Marks. When Anna hit high C she brought down the plaster and two wild ducks that were flying over.

Barbara Noyes has finally reached her goal of becoming a gym teacher. However Barbara's teaching is done at home for little Jim.

Today's newest heart-throb and home breaker-upper of stage, screen, and radio is Mr. Clark Gable Lindsey Nye.

Dr. Shirley Perry, having completed his necessary eight years at Harvard Dental, recently set up in practice at Corn Center, Iowa. His first case was the extraction of a broken tooth from a hay rake.

Grace Phillips, popular Falmouth belle, whose presence once decorated Nobska Point, is now engaged in



shining the lenses on the light house for a certain Mr. So and So.

Flash! Hot off the wire from the South Sea Isles. Leading a troop of dancers is that sensational Hula Hula girl, Norma Pond.

Down at the arena a short while ago, I saw the familiar figure of John Scharff. John is a wrestler. When John expands his chest his opponents can not get hold of him.

Alice Serrano, Clark Gable's latest spouse, has done her bit to add to the Gable household. Friends refer to their present abode as the "House of the Seven Gables".

He's only a bird in a gilded cage and he sings nary a note. His cage is that of the teller in the "Home Town Bank", and the bird is Dick Silva.

Irene Silva, popular honor student of the class of '37, recently received another honor. Irene was awarded the Pulitzer Prize for the funniest joke in this year's "Ballyhoo".

Katharine Silvia, head puller for the "Stick and Pull Taffy Co.", has gummed the works. With the appearance of a new boy friend, Katharine's taffy pulling days are over.

Flash! A hot tip from the sports world; local boy makes good! John Silvia, former outfielder for Lawrence High has just signed the contract for his 22nd consecutive year with the "St. Louis Jay Birds". John has the honor now of being the oldest bat boy in the league.

Flying to California, I spotted a car stopped on the road below. The driver, Mabel Smith, was thoroughly disgusted. With a small bottle of nitro-glycerine she primed the engine. Stepping on the starter, Mabel departed straight up for parts unknown.

Carolina Snyder, one of the Cape's up and coming beauticians, is working very hard these days to lift the face in the mirror.

Benton Stevens is a mighty blacksmith of unknown strength. His place of business is in the Walderf Cafeteria, where he shoes flies and other insects.

That mighty, man-slaying mass of muscle, the champion corn husker of Punkin County, is Miss Jayne Stevens.

Who's the girl on the "Police Gazette" these days and who's in every G-Man's hair? She's wanted for that ghastly crime of murder; in cold blood Helen Swift killed ten minutes.

Joe Tavares, bridge constructor of New York, is doing very well these days. The last gap he spanned was between Mrs. McGinty's two front teeth.

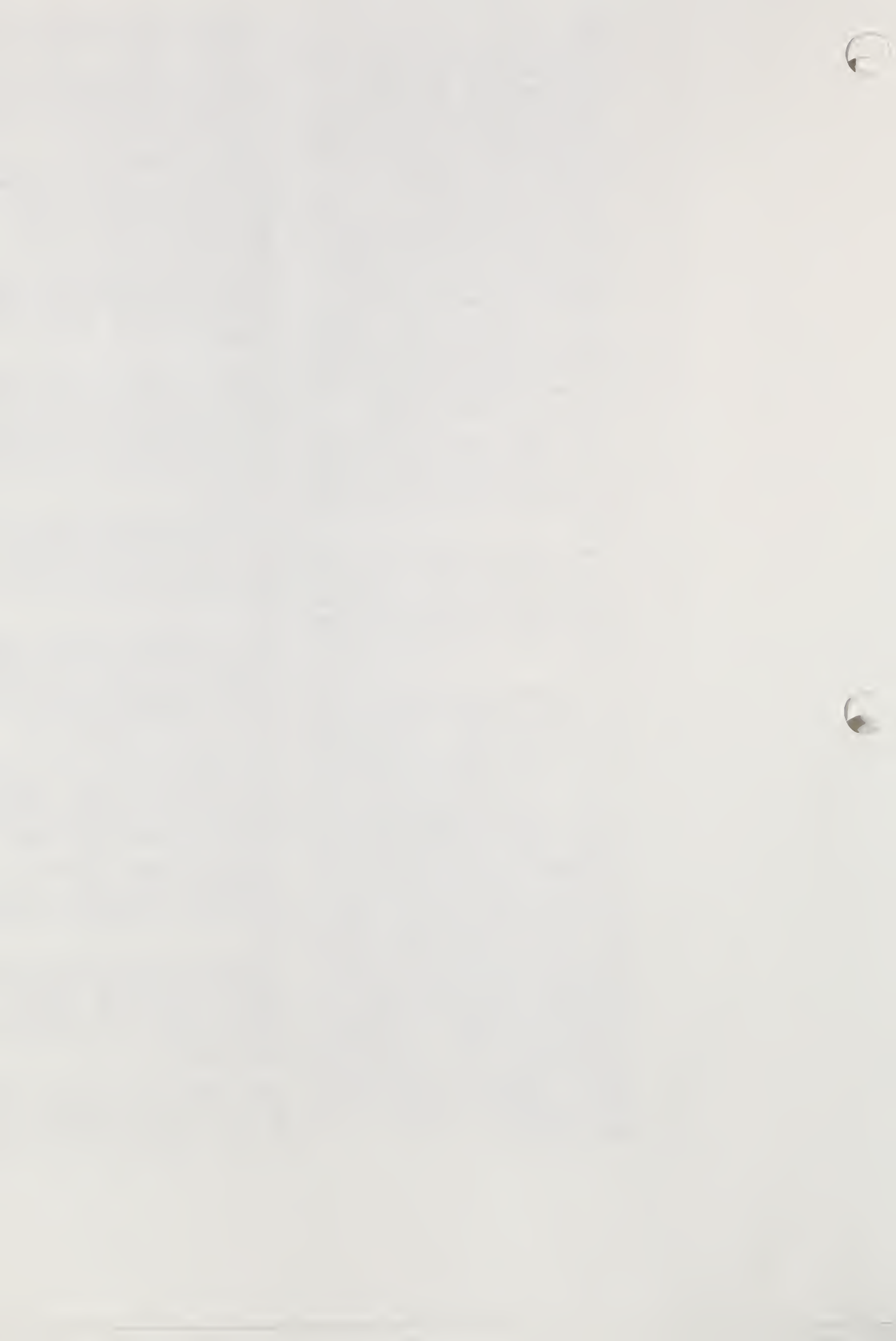
Elta Thrasher, popular airline hostess for T. W. A., is left holding the well known sack quite a lot of the time; however, this sack happens to be a U. S. Mail sack.

Another celebrity in our class; it's Secretary of Labor, Nathalie Tobey. My, oh my, how Nathalie handles those sit-down strikers!

Carolyn Turner, worker for the "Nō-Stretch Rope Co.", is up to her old tricks of stringing the boys along.

"Big Boy" Weigle, local bad man, has finally reached his ambition to become a boxer. At present his boxing is done for the "Red and Rosy Apple Co."

Well, folks, from the way that hot A. P. wire in the studio is cooling off I would say that this pro-



gram is coming to an end. And so, dear friends, Walter Snitchel and I will say toddle-oo for another twenty years or so.

Joseph Boulanger
and
Thomas Noland

GIFTS TO BOYS

Thomas Barnes. The first gift goes to Thomas Barnes. Tommie, I understand that you enjoyed belonging to the rifle club this year, so I wish to give you this rifle.

Joseph Boulanger. Joe, New Bedford is quite a long way off, isn't it, especially when you want to get there in a hurry to see your girl friend? Maybe you could get there quicker with this airplane.

Robert Brown. Bob, I know some girls who just adore your brown eyes and I know they wouldn't have you strain them for the world, so I want you to have this pair of sun glasses.

Lee Clark. Lee, I know you get a big kick out of seeing chorus girls, so get your eyes on this kewpie doll.

Rodney Cowen. All your life you have been interested in trains, haven't you, Rodney? How do you like this train?

Harold Davis. Harold, you really do have a beautiful wave in your hair. Some people think that you put it up in curlers every night, but it is such agony to sleep in curlers that I thought you might like this wave set.

John DeMello. John, you always seemed like a quiet little boy in school. I don't know how you did it, but anyway I would like to see you make a little noise. So here are some firecrackers.

Neal Dolan. Neal, you seem to

have a real soft voice so here is a little megaphone for you.

Harold English. Harold, your hair is very becoming, but I think you could do just as good a job for yourself with this pair of scissors.

Eugene Freeman. Eugene, you are such a small boy that I thought I would give you some wheaties to grow on.

Laurie Green. Laurie, you have a very sweet smile. Too sweet to lose. You surely won't lose it with this sugar.

Hooker Hall. Hookie, if the saying "an apple a day keeps the doctor away" is true, then you haven't got to worry about seeing the doctor because you are always eating one. Bite on this one for a while.

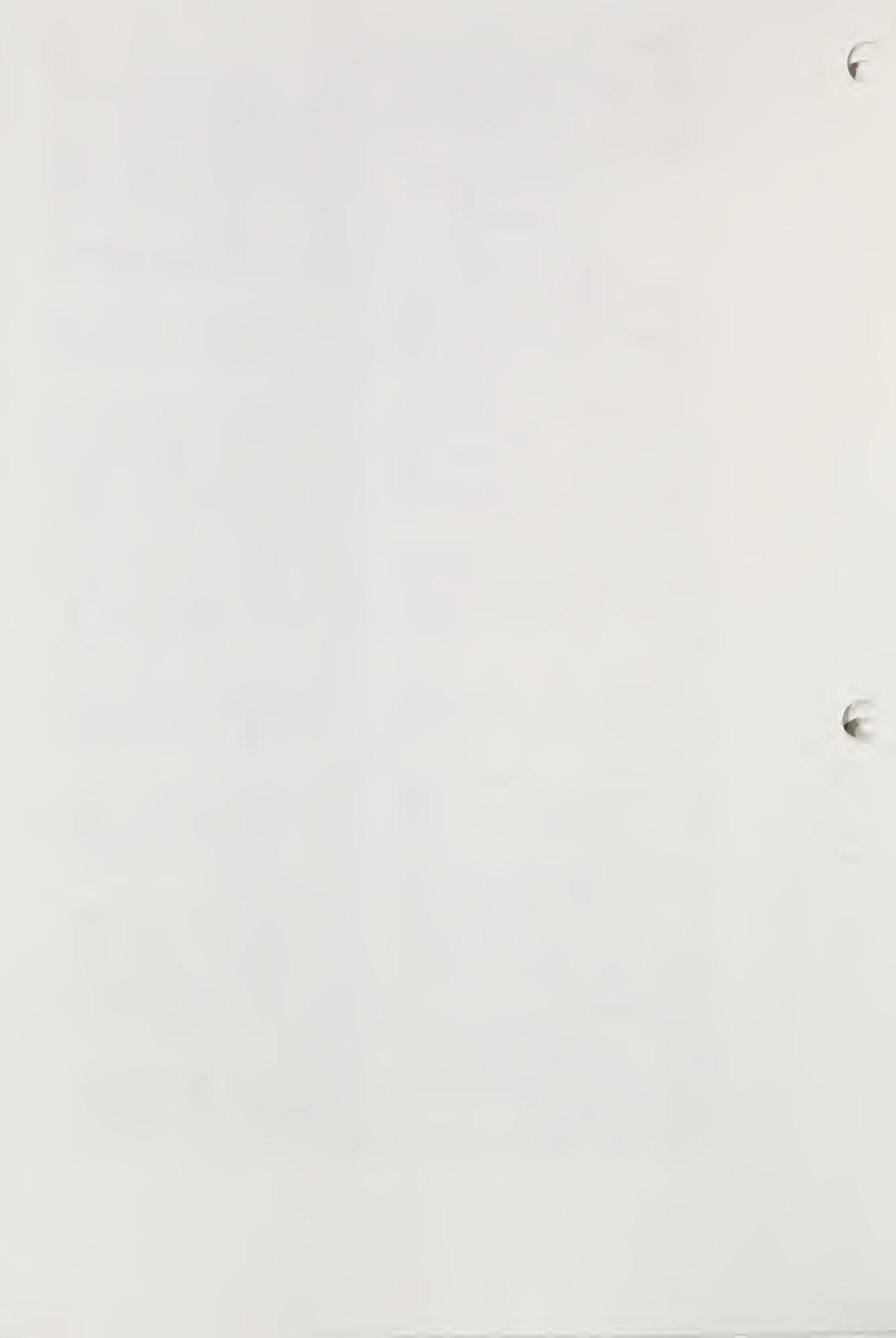
John Harlow. John, since you like the name Pond, I thought it would be nice to give you something with the name Pond attached to it. This is Pond's cold cream.

Frank Hicks. Frank, I know what kind of magazines you like to look at, so I thought maybe you would like to add this one to your collection.

Jason Hopkins. Jason, you have the kind of skin that girls just love to touch. If you want to keep it soft and youthful, you should use this Camay soap.

Donald Hurford. Donald, it seems to me that you are losing that school boy blush. It really does seem a pity because it was so becoming to you. Just in case you become too pale I want you to use this rouge.

Alfred Irish. Alfred, someone told me that you didn't like the freckles on your face, so I thought maybe you would like to have this freckle cream.



George Kahler. George, I have noticed that you like to wear bright colors, so I picked you out a nice bright-colored necktie.

Sumner Kelley. Sumner, you seem to like to work in grocery stores, so just in case you might get your orders mixed up with your dates, I want you to have this order book.

Eugene Lawrence. Eugene, you have quite a habit of snapping elastics at girls. If you must keep it up, here are some that won't hurt quite so much because they are small.

Edward Lumbert. Eddie, when you pinch it sure does hurt, but I bet you can't hurt this pair of pliers.

Richard Marks. You are almost old enough to shave, but whatever you do, don't grow a beard. Just so you won't be tempted, here are some razor blades.

Tom Noland. Tommie, I thought that among your souvenirs you might like this piece of wood.

Lindsey Nye. Lindsey, I have often wondered how you keep your hair so light. Some people say that you bleach it. If that is the case, here is some peroxide.

Shirley Perry. Shirley, you seem to have an awful lot of trouble to keep Ruthie's lipstick off your ties and collars. I would suggest that you use this kleenex.

John Scharff. John, everywhere you go it's Grace this and Grace that. Here's a little grace to say before your meals.

Richard Silva. Dick, I understand that you intend to join the navy when you get through school. So here is the beginning of your wardrobe, a sailor's hat.

John Silvia. John, I don't know what kind of work you are going

to plan to do, now that you are out of school, but they say the dairy business is very profitable. So here's a milk bottle to start your business with.

Benton Stevens. Buddie, your girl friend sticks right with you all the time, doesn't she? Here is some glue that will stick right with you too.

Joseph Tavares. Joe, I know you like to play basketball but I was unable to get a real basketball. Maybe this rubber ball will do to practice with.

James Weigle. Jimmie, I saw you hooking one of the teacher's thermometers one day, so I decided if you wanted one that bad, you might like this one.

Gordon Burgess. Buddie, I know you would like to have something that you could use when you go to light opera. Here is a pair of cpera-glasses. Now nothing can escape your eyes.

Barbara Langille Gifford

GIFTS TO GIRLS

Helen Augusta, Winifred Bohaker. Helen, you want to be a hairdresser; so to see you get a good start, I present you with this pair of dog pluckers.

Winnie, I am going to give you some linseed (Lindsey) oil. Perhaps it will smooth things out, and anyway they say to put oil on troubled waters.

Marilyn Bosworth, Elva Carl. For you, Marilyn, I have a horse. Its name is Buddy, and you can ride it down the bridle path, but be careful and don't go neck and neck too much.

Elva, if you ever get tired and want to listen to some good music, I want you to try this hurdy-gurdy.

Evelyn Carlson, Rose Emerald.



Most every time I see you, Evelyn, you are combing your hair. When you wear your comb out, you can use this one.

I have heard that you like patches, Rose, so to be obliging I am giving you these (patches).

Daisy Ficus, Alice Hinckley.

Daisy, you like people in the Bible; so here is a Bible in which you can read all about Moses.

Alice, all of the girls told me that you were getting married soon; therefore to help the bridegroom out here is your engagement ring.

Ruth Johnson, Dorothy Lefevre.

I know you love to cook, Ruth, and you do it so well, that I couldn't help but give you this cook book.

Dorothy, the class has voted you to be the quietest girl in the class. This horn will help you make some more noise.

Virginia Lockhart, Anna Marks.

Virginia, the class thinks that you are undernourished; so I hope this cake of Ironized Yeast will build you up.

Anna, you always talk of your operation and how you would like to show it to everyone; so put this zipper on it and you can.

Barbara Noyes, Grace Phillips.

Barbara, you want to be a gym teacher; therefore I present you with the man on the flying trapeze.

Grace, you have your love to keep you warm, but just the same I'm giving you this scarf (Scharff).

Norma Pond, Alice Serrano.

Norma, your blonde hair is very nice, and I know you like it. Here is some blonde dye to keep it that way.

Alice, I am giving you this airplane so that you can be a little faster.

Irene Silva, Katharine Silvia.

Irene, *The Algonquin* has gone out of Woods Hole now, and I know you must be lonesome. Here is a boat and a cute little sailor. I hope this gives you fond memories.

Katharine, you say that you want to marry your boss when you are a secretary. Here is a copy of the "Eternal Triangle". Perhaps you might get some ideas.

Mabel Smith, Carolina Snyder.

You are always talking about your trip out West, Mabel, and I know no one would want you to forget it; so I am giving you this memorandum book.

Carole, you lost your way downstairs once, and I don't want you to do it again. Here is a compass for you.

Jayne Stevens, Helen Swift.

Jayne, every time anyone sees you he has to look twice to be sure its you. You must change your coiffure about twice a week. I am giving you these hairpins because I know you must need them.

Helen, here is a box of starch, because you most always look sort of limp. You can take this starch with some brine if you want to.

Elta Thrasher, Nathalie Tobey.

Elta, you are the oldest girl in the class; so I am giving you an old age pension.

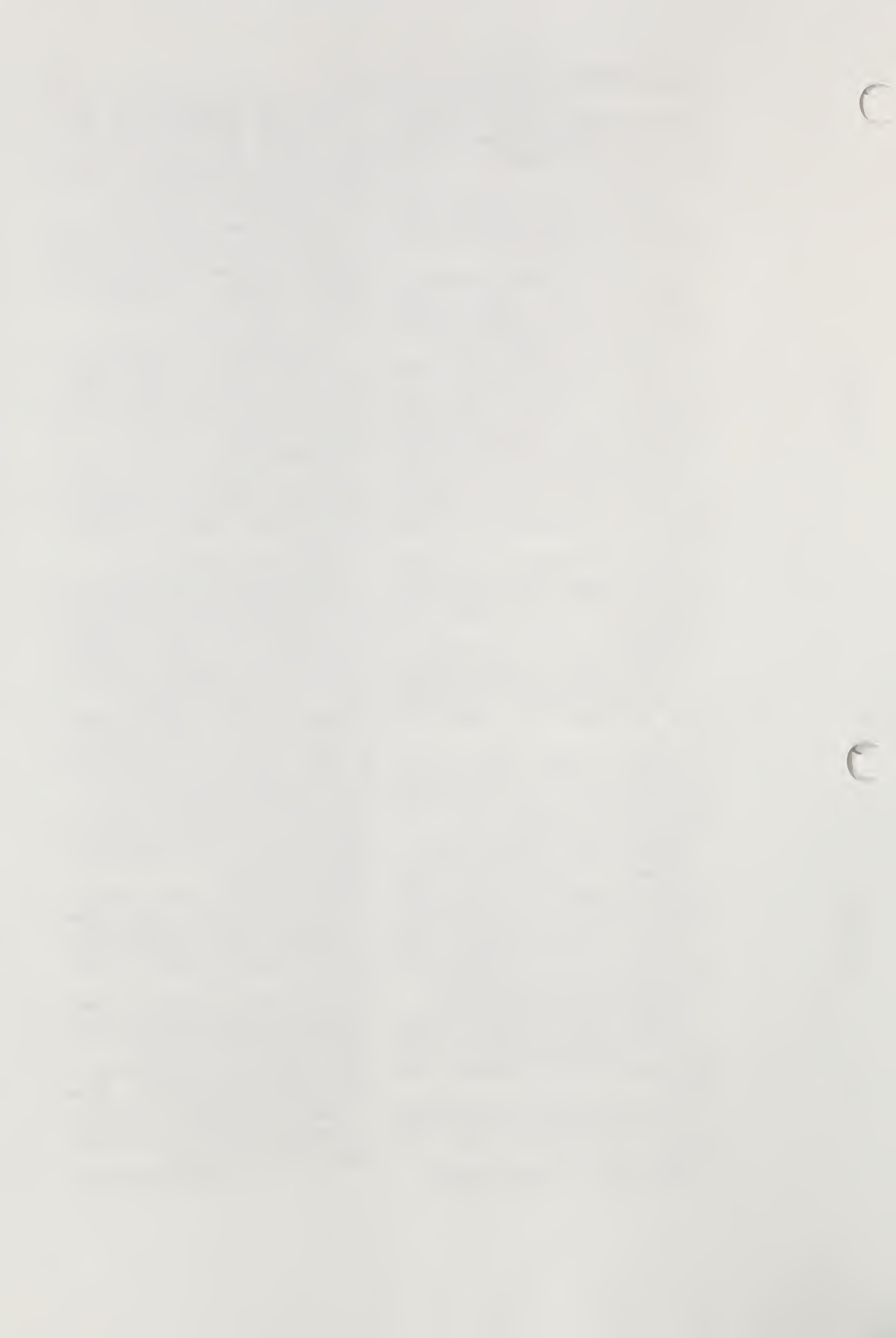
Nathalie, here's a song you used to sing a lot. Try it now, it might sound good. Most everybody knows the tune, 'Here's to Dear Old Lawrence'.

Carolyn Turner, Barbara Gifford.

Carolyn, I think you want this so I am giving you a bow (beau).

Barbara, you are sweet and so this gift will be appropriate. Here are some red Jimmies. You can win (Wynn) these at most any carnival, if you like them.

Gordon Burgess



CLASS GIFT AND FAREWELL

At this time I wish to present to Lawrence High School, through the Junior Class President, a gift which the school and its teachers will remember. The class decided to make the teachers' room more attractive and the gift committee bought new furniture as a token of appreciation from the class for what we have received from the school.

We stand here tonight, the result of twelve years' of grooming, groom-

ing which is the outcome of Horace Mann's ideals. It seems as if it were only yesterday that we were starting our school life; yet tonight, we are stepping into the world. Our past years have been joyous ones, and now the class of 1937 wishes to say goodbye and, at the same time, thank our teachers, our principals, and our parents.

L. Benton Stevens,

Class President.

Class Directory 1937



HELEN DENNIS AUGUSTA—

Falmouth. Born October 20, 1919, Boston. Attended Falmouth Junior High School. Curriculum—Vocational. Destination—Undecided.



THOMAS ANDREW BARNES, JR.—

Falmouth. Born September 29, 1919, New Bedford. Attended Fairhaven High School. Letters won in Baseball, '35, '36. Gym Team, '35. Curriculum—General. Destination—Undecided.



WINIFRED ANNE BOHAKER—

Falmouth. Born August 1, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—College. President of Dramatics Club, '34, member '35. Member of Sportsmanship Brotherhood. Destination—Undecided.



MARILYN RUSSELL BCSWORTH—

Woods Hole. Born March 20, 1920, New Bedford. Attended Cuttyhunk Grammar School, Thomas H. Greene School, New Bedford, and Falmouth Junior High School. Curriculum—College. Destination—Pembroke College.



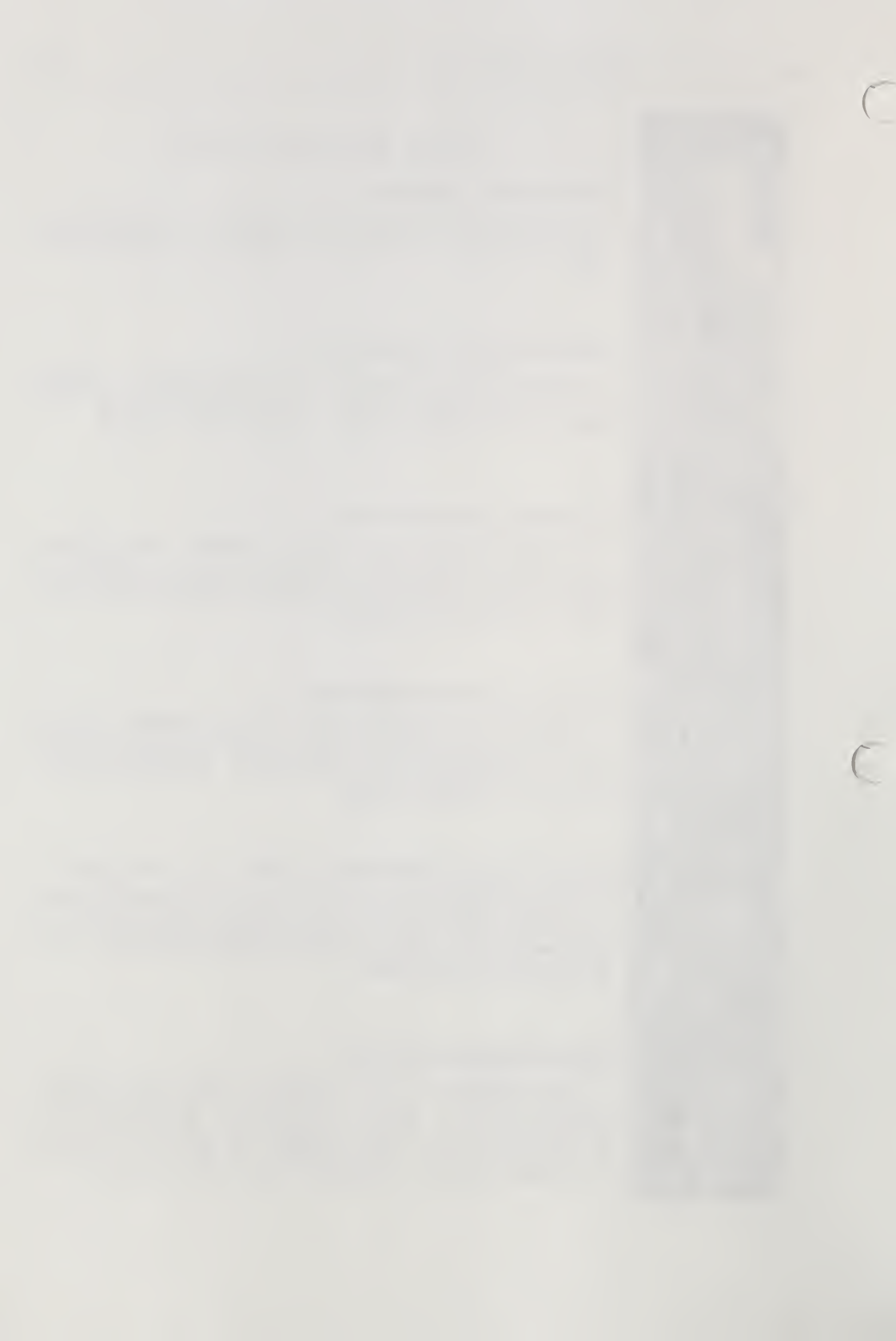
JOSEPH DESIRE BOULANGER— Dist June 25, 1937

Falmouth. Born October 29, 1919, Fall River, Attended Falmouth Junior High School. Curriculum—General. Class President, '35, Vice President, '36. Member of Sportsmanship Brotherhood. Destination—Casey Jones School.



ROBERT GODBOLD BROWN—

North Falmouth. Born November 2, 1919, North Falmouth. Attended Falmouth Junior High School. Curriculum—College. Won Band letter, '37. Member of Stamp Club, '35, Dramatics Club, '37, and School Band. Honor Student, '35, '36, and '37. Member of Christian Endeavor. Destination—Coast Guard Academy.





GORDON FREEMAN BURGESS, JR.—

Waquoit. Born February 23, 1921, Attleboro. Attended Fessenden School. Curriculum—College. Letter won as Cheer Leader, '37. Member of Stamp Club, and Rifle Club, '37. Destination—Medical College.



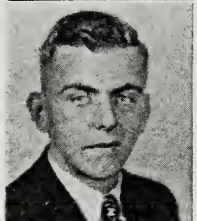
ELVA ELIZABETH CARL—

Falmouth. Born July 2, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—Commercial. Won letter in Basketball, '36. Destination—Business College.



EVELYN FRANCES CARLSON—

Quissett. Born January 30, 1920. Attended Falmouth Junior High School. Curriculum—Secretary. Won letters in Basketball, '36 and '37. Member of Dramatics Club, '34. Member of Junior Woman's Club. President of 4-H Club. Destination—Undecided.



HARRY LEE CLARK—

North Falmouth. Born June 9, 1920, North Dighton. Attended Falmouth Junior High School. Curriculum—College. Vice-President in Junior year. Won letter in Football, '37. Member of Sportsmanship Brotherhood, and Stamp Club. Honors—Smythe tablet, three honor pins, scholarship, and Athletic pin. Assistant Superintendent of North Falmouth Congregational Sunday School, member of Social Club, and Choir. Destination—Harvard.



RODNEY PIERCE COWEN—

North Falmouth. Born November 18, 1918. Attended Falmouth Junior High School. Curriculum—General. Destination—"The Lord only knows, I don't."

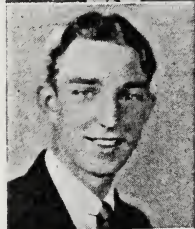


HAROLD PALMER DAVIS—

Falmouth. Born July 28, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—General. Won two letters in Golf, one in Basketball. Member of Sportsmanship Brotherhood. Has National Athletic Scholarship Association Key. President of the Christian Endeavor. Destination—Hebron.

**JOHN DeMELLO, JR.—**

East Falmouth. Born February 26, 1919, East Falmouth. Attended Falmouth Junior High School. Curriculum—College. Class Treasurer, '35. Won letters in Football, '35 and '36; Baseball, '36 and '37; Basketball, '36 and '37. Captain of Football Team, '36. All-Cape Center, '36. Member of Sportsmanship Brotherhood. Destination—Brown University.

**NEAL FREDERICK DOLAN—**

North Falmouth. Born May 4, 1919, Readsboro, Vermont. Attended Falmouth Junior High School. Curriculum—General. Leader of North Falmouth Young People's Club. Destination—Undecided.

**ROSE CATHERINE EMERALD—**

East Falmouth. Born November 25, 1918, East Falmouth. Attended Falmouth Junior High School. Curriculum—Vocational. Member of Committee on Caps and Gowns. Destination—Undecided.

**HAROLD EDWARD ENGLISH—**

Falmouth. Born March 9, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—Agriculture. Letter won in Football, '36. Member of Sportsmanship Brotherhood. Destination—School of Landscape Gardening.

**DAISY ELEANOR FICUS—**

Woods Hole. Born May 27, 1919, New Bedford. Attended Kempton School, New Bedford, and Falmouth Junior High School. Curriculum—Commercial and Vocational. Corresponding Secretary of Woods Hole Junior Woman's Club. Destination—Undecided.

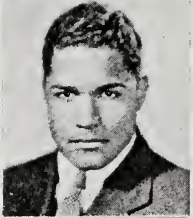
**EUGENE WILLIAM FREEMAN—**

North Falmouth. Born April 24, 1918, North Falmouth. Attended Falmouth Junior High School. Curriculum—General. Won letter in Football, '37. Member of Dramatics Club. Destination—Undecided.



BARBARA LANGILLE GIFFORD—

West Falmouth. Born October 20, 1918, Marshfield. Attended Falmouth Junior High School. Curriculum—General. Member of Dramatics Club and Glee Club. Member of Methodist Episcopal Epworth League. Destination—Nurses' Training School.



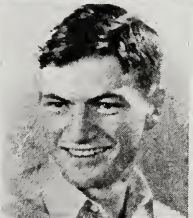
LAURIE CALVIN GREEN—

Mashpee. Born December 3, 1919, Mashpee. Attended Mashpee Grammar School. Curriculum—General. Won letter in Football, '36. Member of Sportsmanship Brotherhood. Member of Young People's Christian Endeavor. Member of Boys' Club. Destination—Undecided.



HENRY HOOKER HALL—

Falmouth. Born November 8, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—College. President of Class, '36. Member of L. H. S. Orchestra. Editor-in-Chief of Lawrencian. Honor Pupil, '35, '36, and '37. Member of Christian Endeavor. Member of Stamp Club. Member of Sportsmanship Brotherhood. Destination—College.



JOHN STUART HARLOW, JR.—

West Falmouth. Born June 1, 1916, Santuit. Attended Mt. Pleasant School. Curriculum—General. Member of Rifle Club. Member of Sportsmanship Brotherhood. Destination—Trade School.



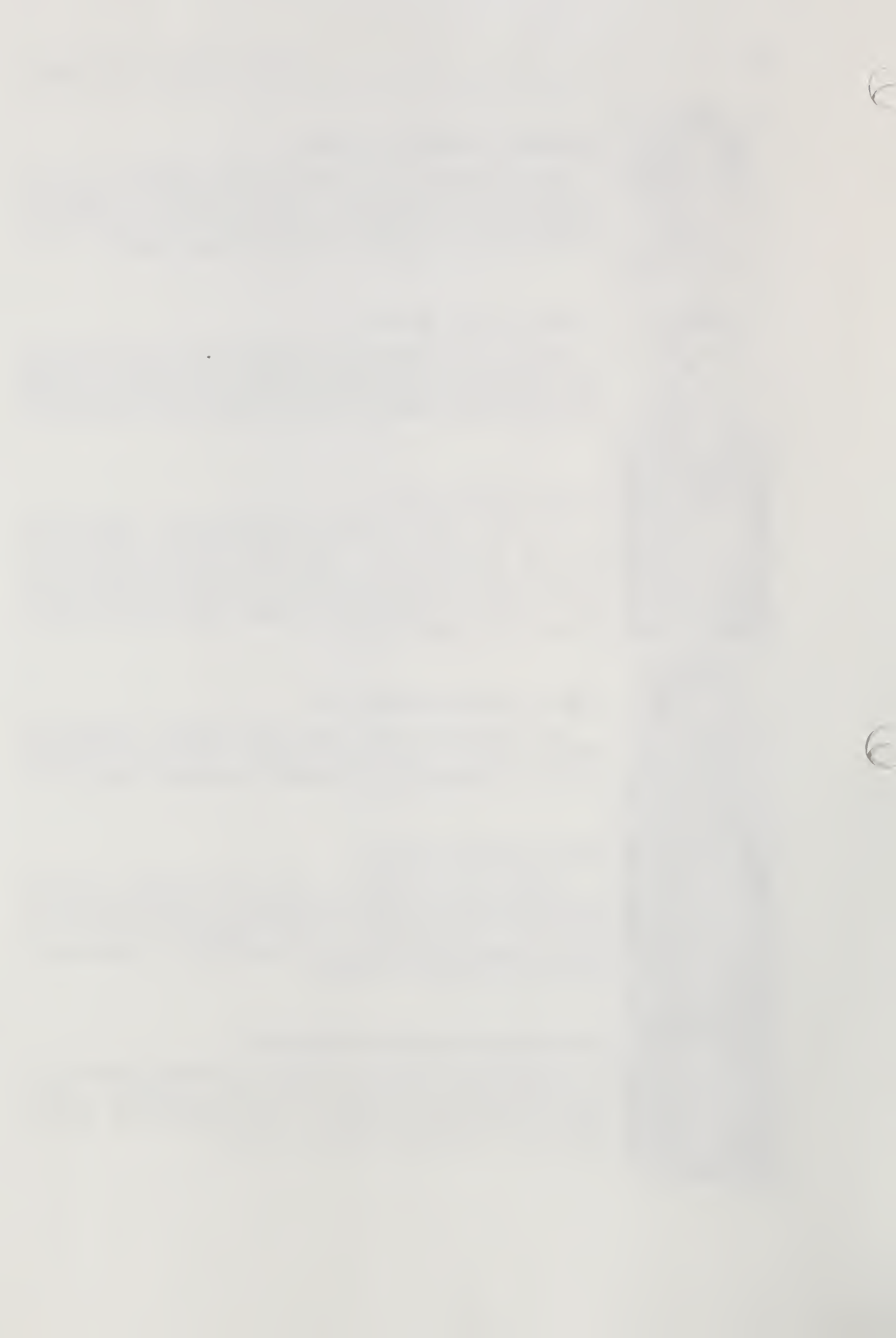
FRANK EDWARD HICKS—

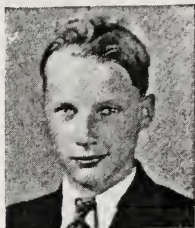
Mashpee. Born October 11, 1916, New Bedford. Attended Bourne High School. Curriculum—General. Won letters in Football, '33, '34, '35; Basketball, '34, '35; Baseball, '34, '35; Golf, '36. Received Honorable Mention as All-Cape Guard, '35. Destination—Hyannis State Teachers' College.



ALICE ELIZABETH HELEN HINCKLEY—

North Falmouth. Born September 29, 1920, New Bedford. Attended Barnstable High School. Curriculum—Commercial. Member of Sportsmanship Brotherhood. Honor Pupil, '35, '36. Member of 4-H Club. Destination—Business College.



**JASON JEROME HOPKINS—**

Hatchville. Born October 7, 1920, Brooklyn, N. Y. Attended Los Angeles High School. Curriculum—College. Won letter in Gym Team, '35. Member of L. H. S. Rifle Team. Destination—Rensselaer Institute.

**DONALD EDWARD HURFORD—**

West Falmouth. Born November 15, 1918, Boston. Attended Falmouth Junior High School. Curriculum—College. Student Council, '35, '36. Stamp Club, '36. Honor Pupil, '35, '36, '37. Associate Editor of Lawrencian. Member of Methodist Episcopal Epworth League. Destination—Liberal Arts College.

**ALFRED GEORGE IRISH—**

Falmouth. Born October 13, 1919, New Bedford. Attended Falmouth Junior High School. Curriculum—College. Secretary of Class, '35, '36, and '37. Manager of Football Team, '36. Assistant Manager of Football Team, '37. Recorder and member of Sportsmanship Brotherhood. Member of Student Council, '35, '36, and '37. Athletic reporter of Lawrencian. President of Young People's Fellowship. Destination—Bryant College.

**RUTH ELIZABETH JOHNSON—**

North Falmouth. Born April 9, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—Commercial. Member of Dramatics Club, '35, '36. Destination—Undecided.

**GEORGE ALBERT KAHLER, JR.—**

Woods Hole. Born January 3, 1919. Attended Falmouth Junior High School. Curriculum—General. Won letters in Golf, '35, '36, '37. Member of L. H. S. Rifle Team. Destination—Undecided.

**SUMNER EDWARD KELLEY—**

West Falmouth. Born July 8, 1916, West Falmouth. Attended Falmouth Junior High School. Curriculum—General. Won letters in Football, '34 and '35. Manager Football Team, '36. Member of Dramatics Club, '35 and '36. Destination—Technical School.

**THOMAS CAGLE NOLAND—**

Woods Hole. Born December 2, 1929, Vallejo, California. Attended San Pedro and Polytechnic High, San Francisco. Curriculum—College. Member of the Sportsmanship Brotherhood. Member of St. Barnabas Fellowship. Destination—College.

**BARBARA ELIZABETH NOYES—**

Waquoit. Born October 28, 1919, Charlestown, Mass. Attended Falmouth Junior High School. Curriculum—Secretarial. Treasurer of '37 class. Letters won—Cheer Leader for Football Team, '36, Basketball, '37. Member of the Student Council, '36, '37. Honors—Cheer Leader-in-Chief at Older Girls' Conference, co-Captain Basketball, '37. Destination—Sargent School of Physical Education.

**LINDSEY AMES NYE, JR.—**

Woods Hole. Born May 28, 1919, New Bedford. Attended Falmouth Junior High School. Curriculum—College. Member of Dramatics Club, Sportsmanship Brotherhood, Student Council. Destination—Undecided.

**SHIRLEY BINNS PERRY—**

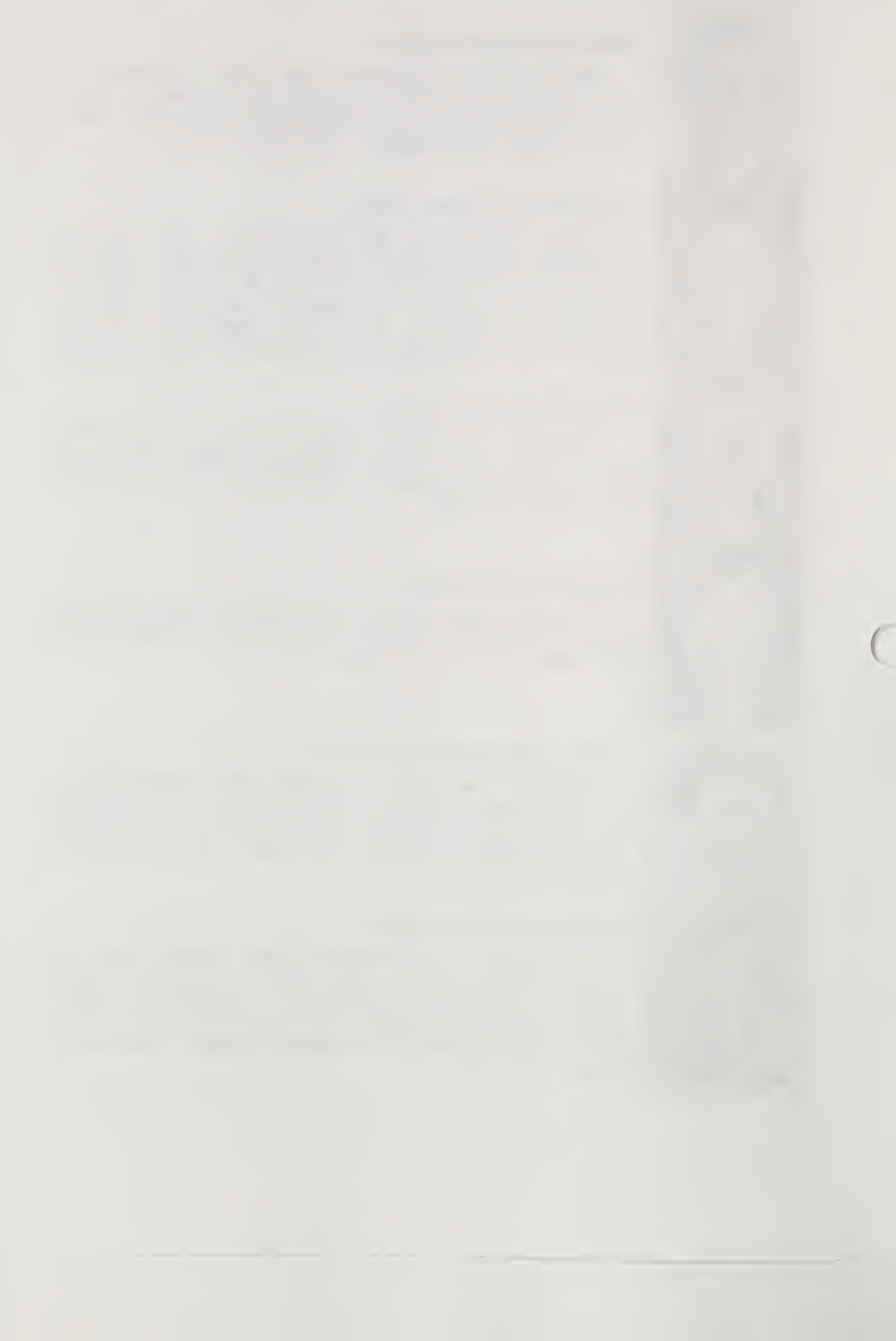
Falmouth. Born March 14, 1920, Concord, Mass. Attended Falmouth Junior High School. Curriculum—Shop. Member of the Golf Team. Destination—College.

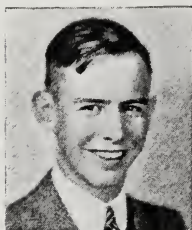
**GRACE WILLIAMINA PHILLIPS—**

Falmouth. Born May 6, 1919, Natick, Mass. Attended Greenfield High School. Curriculum—College. Won letter in Basketball, '36. Member of Dramatics Club, Stamp Club, Girl Scout, and member of Congregational Sunday School class. Destination—Professional Girl Scouting.

**NORMA CAROLINE POND—**

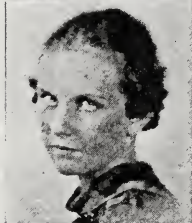
Woods Hole. Born September 18, 1918, Cleveland, Ohio. Attended Falmouth Junior High School. Curriculum—General. Chairman of the Prom Committee, '37. On Committee Junior-Senior Party and Senior Bridge. Won Cheer Leading letter. Chairman of Social Committee of Christian Endeavor. Destination—College.





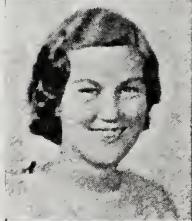
EUGENE FRANCIS LAWRENCE—

Falmouth. Born September 30, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—College. Member of Stamp Club. Honor Pupil, '35, '36, and '37. Member of Young People's Fellowship. Destination—Massachusetts Institute of Technology.



DOROTHY ELIZABETH LEFEVRE—

Falmouth Heights. Born March 7, 1919, Boston. Attended Falmouth Junior High School. Curriculum—Commercial. Member of Sportsmanship Brotherhood. Destination—Undecided.



VIRGINIA ELAINE LOCKHART—

Falmouth. Born April 19, 1920, Falmouth. Attended Falmouth Junior High School. Curriculum—Commercial. Won letter in L. H. S. Band. Member of Dramatics Club, L. H. S. Orchestra, and Lawrencian Staff. Member of Auxiliary Band. Destination—Nurses' College.



EDWARD ARTHUR LUMBERT—

Falmouth. Born July 22, 1917, Falmouth. Attended Falmouth Junior High School. Curriculum—Agriculture. Won letters in Football, '34 and '35. All-Cape Tackle, '35. Member of Sportsmanship Brotherhood. Destination—Undecided.



ANNA MARY MARKS—

Teaticket. Born December 5, 1918, New Bedford. Attended Falmouth Junior High School. Curriculum—General. Destination—School of Nursing.



RICHARD MARKS—

Teaticket. Born April 27, 1918, New Bedford. Attended Falmouth Junior High School, and New Bedford High School. Curriculum—General. Won letters in Football, '35 and '36, Basketball, '36. All-Cape Tackle, '36. Destination—Undecided.



JOHN MICHAEL SCHARFF, JR.—

Woods Hole. Born October 26, 1919, Boston. Attended Falmouth Junior High School. Curriculum—General. Member of Student Council. Member of Church Basketball Team. Destination—Massachusetts Nautical School.



ALICE SERRANO—

Teaticket. Born June 10, 1918, Brockton. Attended Falmouth Junior High School. Curriculum—Business. Member of orchestra in Junior High School. Destination—Business Secretary.



IRENE MARY SILVA—

Woods Hole. Born June 7, 1919, Woods Hole. Attended Falmouth Junior High School. Curriculum—Business. Vice-President in Junior year. Member of Student Council. Honor Pupil, '35, '36, and '37. Name on Smythe tablet. Destination—Undecided.



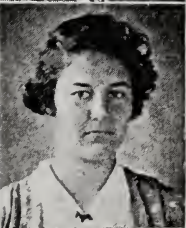
RICHARD BYRD SILVA—

Falmouth. Born June 17, 1919, New Bedford. Attended Falmouth Junior High School. Curriculum—General. Member of the Rifle Club. Has membership in the Boy Scouts. Destination—Naval Training Station at New London.



JOHN LAWRENCE SILVIA, JR.—

Falmouth. Born August 31, 1917, Falmouth. Attended Falmouth Junior High School. Curriculum—Business. Won letter in Baseball, '36. Member of Sportsmanship Brotherhood. Destination—Undecided.



KATHERINE ANNE SILVIA—

Falmouth. Born June 25, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—Commercial. Member of Sportsmanship Brotherhood. Honor Pin, '36. Destination—Undecided.

**MABEL CHRISTINE SMITH—**

North Falmouth. Born January 9, 1919, Framingham. Attended Falmouth Junior High School. Curriculum—General. Member of Dramatics Club, '36, Sportsmanship Brotherhood, Student Council, '36. Social leader in North Falmouth Church. Destination—Undecided.

**CAROLINA RUTH SNYDER—**

Falmouth. Born August 10, 1919, Philadelphia, Pa. Attended school in Boston. Curriculum—General. Associate Editor of Lawrencean. Destination—University of Pennsylvania Hospital.

**JANE LOUISE STEVENS—**

Falmouth. Born December 21, 1919, Falmouth. Attended Falmouth Junior High School. Curriculum—Commercial. Letters won in Basketball, '35, '36, '37, and Cheering, '36, '37. Member of Dramatics Club, '35, '36 '37. Captain of Basketball Team, '37. Destination—Boston University.

**L. BENTON STEVENS, JR.—**

Falmouth. Born July 27, 1918, Falmouth. Attended Falmouth Junior High School. Curriculum—College. President of Senior Class, '37. Letters won—three Football, three Basketball, three baseball, '34, '35, '36, '37. President of Student Council, '37. Honors—Scholarship Key, ribbons in Cape Cod Track Meet in '36, '37. Captain of 1936 Football Team. All-Cape Football Team, '35, '36. Plays ball for Falmouth Twi-league Team, '36, '37. Destination—Boston University.

**HELEN MOYCE SWIFT—**

Falmouth Heights. Born November 7, 1919, Boston. Attended Falmouth Junior High School. Curriculum—College. Manager of Basketball Team, '37. On Committee for Prom, flowers, and Junior-Senior Party. Destination—Wheaton College.

**JOSEPH S. TAVARES—**

Hatchville. Born July 24, 1919. Attended Falmouth Junior High School. Curriculum—Business. Member of Basketball and Football Teams. Destination—Employment in chain stores.



ELTA MAY THRASHER—

Falmouth. Born April 3, 1918, Rockland, Mass. Attended Falmouth Junior High School. Curriculum—Household Arts. Member of Dramatics Club. Secretary of Dramatics Club, '37. Destination—Miss Shepard's School of Practical Nursing.



NATHALIE LOUISE TOBEY—

Falmouth Heights. Born February 16, 1920, Falmouth Heights. Attended Falmouth Junior High School. Curriculum—College. Treasurer of Class of '36. Member of Sportsmanship Brotherhood. Destination—Undecided.



CAROLYN UNDERWOOD TURNER—

Falmouth. Born May 3, 1920, Falmouth. Attended Falmouth Junior High School. Curriculum—College. Senior Literary Editor of Lawrencian. Member of Dramatics Club, '34 and '35. Member of Sportsmanship Brotherhood. Honor pupil, '35, '36 and '37. Member of Christian Endeavor. Destination—Simmons College School of Literary Science.



JAMES MONTGOMERY WEIGLE—

Falmouth. Born August 13, 1919, Kittery Point, Maine. Attended Tottenville High School, New York. Curriculum—College. Member of Stamp Club, Dramatics Club, and Rifle Club. Member of Christian Endeavor. Destination—Syracuse University.

CLASS STATISTICS

	Boy	Girl
Cleverest	H. Lee Clark	Carolyn Turner
Best Looking	Donald Hurford	Helen Swift
Silliest	Gorden Burgess	Barbara Gifford
Cutest	Alfred Irish	Nathalie Tobey
Best Natured	Alfred Irish	Winifred Bohaker
Tallest	James Weigle	Ruth Johnson
Shortest	Eugene Freeman	Anna Marks
Fattest	Lindsey Nye	Virginia Lockhart
Thinnest	John Scharff	Dorothy Lefevre
Laziest	George Kahler	Jayne Stevens
Most Industrious	Eugene Lawrence	Carolyn Turner
Most Talkative	Eugene Lawrence	Ruth Johnson
Most Popular	Alfred Irish	Irene Silva
Quietest	Rodney Cowen	Dorothy Lefevre
Oldest	John Harlow	Alice Serrano
Youngest	Gorden Burgess	Alice Hinckley
Best Athlete	Benton Stevens	Barbara Noyes
Most Musical	Hooker Hall	Elva Carl
Most Sophisticated	Harold Davis	Helen Swift
Best Dressed	Gorden Burgess	Norma Pond
Best Dancer	Hooker Hall	Jayne Stevens
Most Dramatic	Lindsey Nye	Elta Thrasher
Best Leader	Benton Stevens	Barbara Noyes
Wittiest	James Weigle	Barbara Gifford
Best Singer	John Scharff	Norma Pond

PECULIARITIES

Name	Nickname	By-word	Favorite Subject	Fav. Sport	Hobby	Ambition
Augusta, Helen	"Scotty"	Maybe?	Foods	Swimming	Collecting Song Sheets	Hairdresser
Barnes, Thomas	"Bud"		Economics	Baseball	Hunting	Forestry
Bohaker, Winifred	"Winnie"	Oh!	French	Dancing	Knitting	
Bosworth, Marilyn	"Lynn"	Nuts	German	Swimming	Reading	Swimming Coach
Boulanger, Joseph	"Joe"	Nuts	Physics	Hockey	Aviation	Aviation
Brown, Robert	"Bob"	I'll be jiggered	German	Volley Ball	Stamp Collecting	Navigator
Burgess, Gordon Jr.	"Buddy"		Biology	Sailing	Guns, Knives	(Doctor) Surgeon
Carl, Elva	"El"	Not particularly	Shorthand	Dancing, Swimming	Playing in Silver-tone Orchestra	Secretary
Carlson, Evelyn	"Evie"	Fish	Music	Basketball	Reading	Secretary
Clark, Harry Lee	"Fleabark"	Nuts	Physics	Basketball	Moving Pictures	Chemist
Cowen, Rodney	"Choo Choo"	What!	Physics	Football	Railroads	Brakeman
Davis, Harold	"Dave"	It's a birdie	Biology	Golf	Sports	Hebron
DeMello, John Jr.	"Junie"		Math.	Football	Sports	Civil Engineer
Dolan, Neal	"Bud"	Oh Yeah!	English	Football	Hunting	Engineer
Emerald, Rose Catherine	"Patsy"	Oh Yeah!	Cooking	Riding a Bike	Scrapbook of School Notes	Dietitian
English, Harold E.	"Bob"	Almosta had it	Floriculture	Baseball	Gardening	Landscape Gardener
Ficus, Daisy	"Dizzy Dean"	Hi Chicken!	English	Swimming	Drawing	Beauty Expert
Freeman, Eugene	"Toik"	Oh Yeah!	Shop	Baseball		To Succeed
Gifford, Barbara	"Barbie"	Why?		Football	Dancing	Nurse
Green, Laurie			Math.	Football	Playing Guitar	Teacher
Hall, H. Hooker	"Hookie"	B'all means	Music	Swimming	Play Everything	Tops with an Orchestra
Harlow, John	"Buse"	How do!	Shop	Hockey	Boats	Aviator
Hicks, Frank	"Frank Chase"	Doll	Sciences	Football	Pronging	Ath. Coach
Hinckley, Alice	"Shrimp"	Hi	Shorthand	Baseball	Cross-word Puzzles	Bookkeeper and Stenographer
Hopkins, Jason	"Jay"	How's your rhubarb?	Physics	Swimming	Rifles	Doctor
Hurford, Donald	"Don"	Who me?	English	Swimming	Guns	Naval Officer

Irish, Alfred	"Al"	Heck! Never!	History	Baseball	Music	Banker
Johnson, Ruth	"Johnson"		Bookkeeping	Swimming		
Kahler, George	"Ikie"		Physics	Golf		
Kelley, Sumner	"Stube"	Some fun	History	Football	Taking Pictures	X-Ray Tech.
Lawrence, Eugene	"Gene"		Organic Chemistry	Tennis	Working Scrapbooks	Refrig. Engineer
Lefevre, Dorothy	"Dot"	Gee	Stenography		Collecting Dogs	Mental Nurse
Lockhart, Virginia	"Jimmy"	Let's—just for fun	English	Swimming		Landscape Gardener
Lumbert, Edward	"Eddie"		Agriculture	Football		
Marks, Anna	"Maxie"	Hi there		Baseball	Dionne Quintuplet	Nurse
Marks, Richard	"Ponzie"	Cut it out	History	Football	Scrapbook	
Noland, Thomas	"Tom"	Less noise	Trig.	Fishing	Fishing	U. S. Navy
Noyes, Barbara	"Ben"	Yes, yes	Government	Track	Radio	Go to Sea
Nye, Lindsey	"Zeke"	How ya?	Comprehensive	Math. Swimming	Sports	Teacher
Perry, Shirley	"Shirl"	Nuts	Shop	Hockey		Teacher
Phillips, Grace	"Gerry"	So what	German	Basketball	Stamps	Professional Girl
Pond, Norma	"Ducky"		Biology, Foods	Swimming		Scouting
Scharff, John	"Johnnie"	Fini	Physics	Sailing	Sewing	Home Econ. Direc.
Serrano, Alice			Shorthand	Basketball	Model Building	Go to Sea
Silva, Irene					Music	Secretary
Silvia, John	"Fly-ball"	Hi Toots	English	Baseball		
Silvia, Katharine	"Katy"	Heck	Typewriting	Basketball	Doing Bookkeeping	Sec'y-Stenog.
Silvia, Richard	"Dick"	Oh yeah!	Science	Football	Camping	Sailor
Smith, Mabel			Chemistry	Camping	Collecting Souvenirs	Surgical Nurse
Snyder, Carolina	"Carole"	More fun	English	Hiking	Scrapbook	Reporter
Stevens, Jayne	"Jay"	My, my	Gym.	Riding	Sports	Coaching
Stevens, L. Benton	"Bud"	Golly	History	Football	Dogs	Rich
Swift, Helen	"Swiftly"	But definitely	German	Sailing	Baseball	To learn English
Tavares, Joseph	"Shellacy"	Oh yeah!	Shop	Basketball		Nurse
Thrasher, Elta	"Peanuts"	Hi Chicken	History	Badminton		
Tobey, Nathalie	"Tobey"		Biology	Basketball	Reading	Librarian
Turner, Carolyn		Rats!	French	Bicycling	Nature	Symphonic
Weigle, James	"Wiggles"	Flub dub	German	Volley Ball		Composer

A MEMORY TEST

(Time Allowance 1 Minute)*

Do you remember where you put:

- your life insurance policies?
- the deed to the house? The Mortgage?
- your fire, accident and automobile insurance papers?
- those valuable christening and birth records?
- your will?
- your marriage certificate?
- important financial records, receipts, cancelled checks?
- prized photographs, jewelry, heirlooms?
- the inventory of your personal property (so important for insurance settlements)?
- contracts, business papers, stocks and bonds?

* One minute may seem short for answering these questions. BUT, if your house were burning you might have even less.



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